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ANNUAL REPORT
OF THE
DEPARTMENT
OF REFORM INSTITUTIONS

PROVINCE OF ONTARIO

(FOR THE YEAR ENDING 31st MARCH)

1959/1960

Part 2

TRAINING SCHOOLS

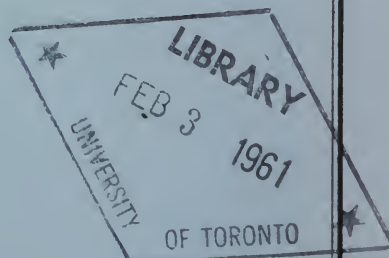
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THE LEGISLATIVE ASSEMBLY OF ONTARIO



ONTARIO

TORONTO

1961



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OF THE
DEPARTMENT
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FOR THE YEAR ENDING 31st MARCH

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Part 2

TRAINING SCHOOLS

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THE LEGISLATIVE ASSEMBLY OF ONTARIO
SESSIONAL PAPER No. 37, 1961



TORONTO

1961

TO THE HONOURABLE J. KEILLER MACKAY,

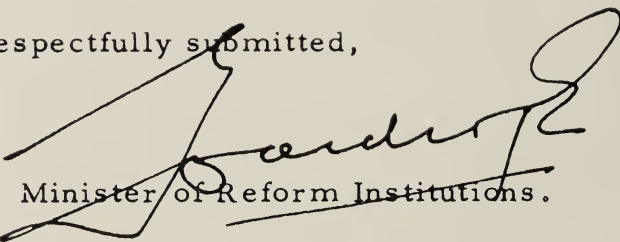
D.S.O., V.D., LL.D.,

Lieutenant-Governor of the Province of Ontario.

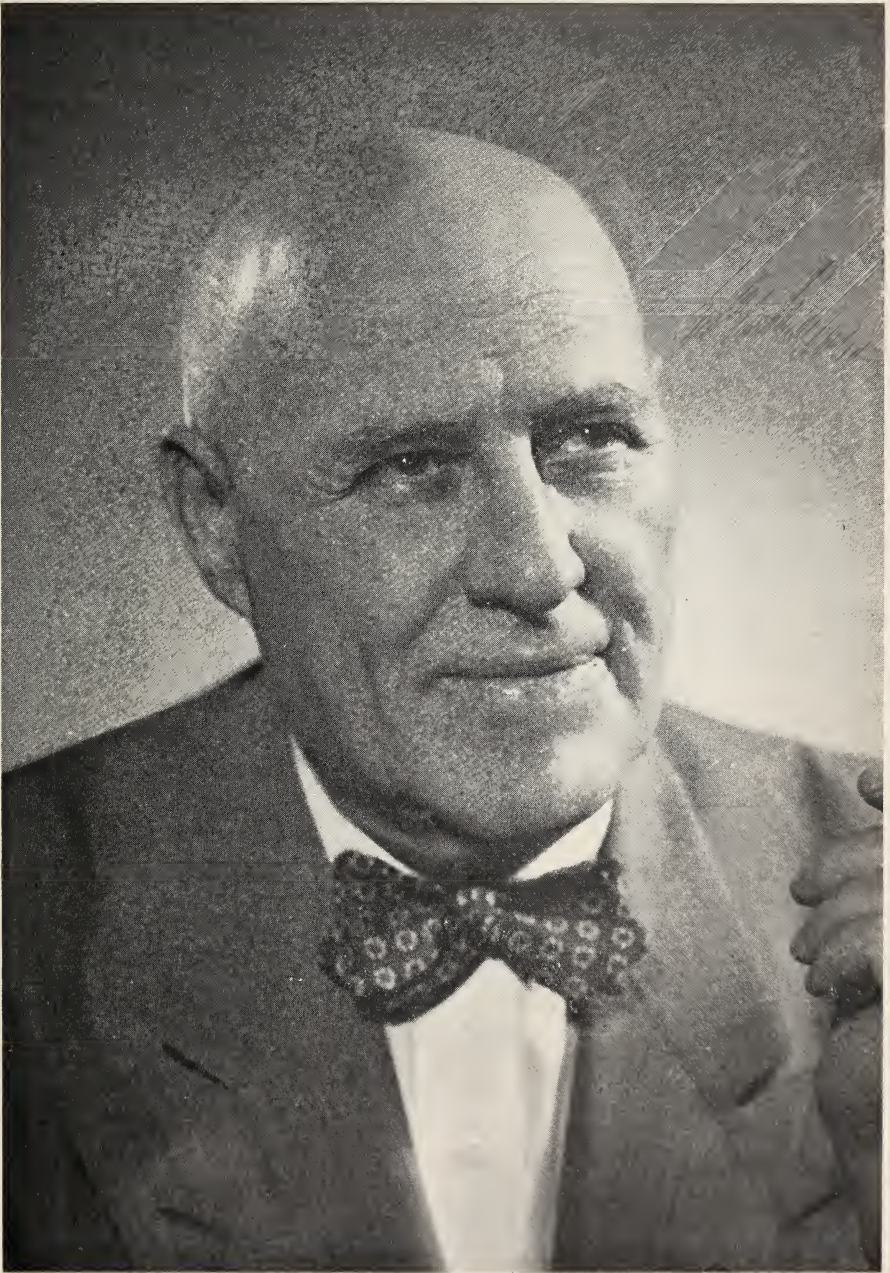
MAY IT PLEASE YOUR HONOUR:

The undersigned has the honour to present the Annual Report upon the Department of Reform Institutions of the Province of Ontario, Part II, dealing with Training Schools for the year ending 31st March, 1960.

Respectfully submitted,



Minister of Reform Institutions.



THE HONOURABLE GEORGE C. WARDROPE
Minister of Reform Institutions

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TO THE HONOURABLE, THE MINISTER,
Department of Reform Institutions.

SIR:

Herewith for your consideration are the reports of the following for the fiscal year ending March 31, 1960.

The Training Schools Advisory Board.

The Training Schools Statistics.

The objective of the Training Schools is to provide a programme of treatment and training for those children who have become delinquent through the lack of proper home training or because of other undesirable influences.

The present training school system in Ontario was founded in 1925 with the establishment of the Ontario Training School for Boys at Bowmanville. Prior to the opening of this school the Industrial Schools Association in Ontario operated two schools for homeless and neglected children, the Victoria Industrial School for Boys located at Mimico and the Alexandra Industrial School for Girls located at Scarborough. The Industrial Schools Association was organized by a group of far-sighted and public spirited citizens in 1887, and it operated the two schools until the Ontario Training School system was firmly established. The Ontario Training School for Girls at Galt was opened in 1933. The Victoria Industrial School for Boys was closed in 1934 and the Alexandra School for Girls in 1936.

In 1946 it was indicated that facilities for boys must be increased, and as a result the Ontario Training School for Boys at Cobourg was established. Some children have developed such unhealthy behaviour patterns and are so disturbed that they cannot adjust to an open setting. As a result the Ontario Training School for Boys at Guelph was established in 1941 and transferred to a new building in 1958. The Reception and Diagnostic Centre for Girls in Galt was opened in 1958. Each girl committed to an Ontario Training School is placed in the Reception Centre. She remains there for a three to four week period, during which time she is interviewed and examined by a team of specialists who advise on the type of treatment and training she requires.

Within the training school system there are three private schools owned and operated by Roman Catholic organizations, they are namely:—

St. John's Training School, Uxbridge, formerly in Toronto and established in 1894.

St. Joseph's Training School, Alfred, established in 1933.

St. Mary's Training School in Downsview was opened in 1941, but previously had been in operation in Toronto since 1900.

These three private training schools have developed a very excellent treatment and training programme with kind understanding for the children under their care.

On August 1, 1959, Trelawney House, Port Bolster was opened. This is a small unit with accommodation for 20 girls. There is a homey atmosphere in Trelawney House, where each child receives understanding and affection which is so essential in her development.

In order that we might review the academic and vocational programme in the Training Schools, we requested Dr. John M. Bennett—a retired Senior Inspector of Separate Schools, and presently a member of the Training Schools Advisory Board, to visit each of the schools and provide you with a report on the programme. His report follows that of the Advisory Board.

The Training Schools Advisory Board consists of five members, the Chairman, Rev. M. W. Pinker, O.B.E., being the only permanent civil servant. The other four members are highly interested private citizens. The Advisory Board meets once each week, as well as visiting the schools to observe the programme in progress. They have presented a most detailed and comprehensive report which is included.

The process of "Growing up" for the children committed to the Training Schools is a most trying experience, and with some the scars will remain throughout life. Therefore it is essential that the Training School provide a programme of treatment and training suitable for each child's needs; to create a more natural life for the child; to provide a feeling of emotional security, and to provide understanding and affection. In our Training Schools our devoted staffs endeavour to fulfil these requirements.

May I take this opportunity to thank all those organizations who have given unstintingly of their time, to assist us in our work.

Yours sincerely,

A large, elegant, handwritten signature in dark ink, which appears to read "J. A. Graham". The signature is fluid and cursive, with a prominent loop at the end.

J. A. GRAHAM,
Deputy Minister.

THE TRAINING SCHOOLS ADVISORY BOARD

ANNUAL REPORT

TO THE HONOURABLE GEORGE C. WARDROPE, MINISTER,
Department of Reform Institutions.

SIR:

We have pleasure in submitting the Annual Report of our activities for the year ended March 31st, 1960.

In addition to visiting the Training Schools as a Board or individually, we have held meetings each week, with one exception.

Some idea of the nature and scope of the business dealt with by the Board at its weekly meetings may be gathered from the statistical returns herein.

Recommendations for placement have been thoroughly investigated before you have been advised to exercise your authority. Due consideration has been given to progress reports of students during the period of training and to the adjustment of wards who have been returned to their homes or foster homes.

There has been an increase in the number of wards, whose wardship has been terminated during the year. The Board is of the opinion, it is satisfactory to note, that at the time of termination, 82% were considered to have made a satisfactory adjustment. The details are given in a separate table of this report.

Your Board is of the opinion that the year has been one of steady progress in several directions. In work of this nature there will always be room for day to day improvements, but taking a general survey it is satisfied the Schools are facing up to the special duties for which they were instituted. There can be no doubt that in the majority of cases the behaviour trends which resulted in our wards being committed or admitted to our Schools have been arrested, and with most a good adjustment may be expected. When we consider the complicated set of circumstances which constituted the underlying causes of disturbed and anti-social behaviour among these boys and girls, we think these results are satisfactory and are evidence of the devotion to duty of the Superintendents and staffs of the Training Schools.

Your Board has taken note of several important changes in the Training School programme during the year:

- (1) The closing by Order-in-Council of the Ontario Training School for Girls located at the Andrew Mercer Reformatory, Toronto.
- (2) The opening of a small minimum security Ontario Training School for Girls at Trelawney House, Port Bolster. This self-contained unit, adapted from a former residence and designed to accommodate some 21 specially selected girls is, in our opinion, a step in the right direction. The former Deputy Minister, Colonel G. Hedley Basher, is to be congratulated on its conception and the Minister on his foresight in promoting this new venture. Small units of this nature are certainly more costly to administer, but they do provide and foster a home atmosphere—of which so many of our wards have been deprived—the like of which is not always possible in a larger Institution. We have been happy to note the fine spirit in which

this School has been received by the area community. The fact that some of the students attend the local High School and are in the neighbouring Church choir cannot but be helpful to their adjustment. We think the whole picture of this new School depicts considerable promise for the future.

- (3) The Board has also been much interested in the changes you have made in the administration and use of the maximum security unit for girls, formerly known as "Hood House", and later as "Churchill House", located at Galt. The changing of this unit into a Reception and Diagnostic Centre, wherein all new admissions are received, assessed and classified by a clinical staff before being allocated to an appropriate Training School, and to which very disturbed behaviour students may be sent for treatment, rather than for punishment, is in our view a progressive development in keeping with the best thought of those who desire to promote modern treatment methods in correctional work. We hope the experience gained by the working of this unit will lead to a similar separate unit with clinical facilities for boys with the opening of the proposed new Ontario Training School for Boys at Simcoe.

In the Fall of 1959 you agreed to a suggestion from the Board that it would be useful for some experienced person to make an extensive survey of the academic and vocational training programmes of all Training Schools. The Board named one of its members, John M. Bennett, Ph.D., for this purpose. Dr. Bennett was exceedingly well qualified to undertake this special assignment by his long experience as an Inspector of Separate Schools.

The terms of reference were as follows:—

- (a) To conduct a detailed enquiry into the training programmes of each Ontario and Private Training School, with a view to ascertaining:—

- (b) *Academic Programme.*

Is the programme up to the standard required of our Public Schools? What improvements, if any, are considered desirable?

- (c) *Vocational Training Programme.*

What is the programme at each Training School? Is the programme of a standard likely to prove of real service to our wards? To what extent is the programme linked with a placement plan for each child? Is the programme comprehensive enough? If not, in what ways could it be usefully extended?

- (d) *Recreational Programme.*

What is the recreational programme of each Training School and are the facilities adequate?

- (e) *Religious Programme.*

What is the programme of each Training School for religious instruction and practices? Who operates the programme and what facilities are available?

- (f) A general appraisalment of the training programme in each School with any recommendations.

In his subsequent report Dr. Bennett gives emphasis to the basic principle—that a training school is “not a school for punishment, but rather an educational academy for work in class and shop”.

Dr. Bennett’s general assessment and recommendations may be gathered from the summary of his Report given later herein.

NUMBERS IN RESIDENCE.

During the year there were 879 new admissions to the Schools, 820 of which were committed by the Juvenile and Family Courts and 59 admitted by the Minister. At the end of the year there were 1,182 students in residence.

We regret to note an increase of 41 in the total commissions and admissions which we earnestly hope does not indicate the beginning of a new upward trend. The details are as follows:—

Year Ended March 31st	Committed	Admitted	Total
1955	494	32	526
1956	567	43	610
1957	757	41	798
1958	838	47	885
1959	790	48	838
1960	820	59	879

Before a Juvenile Court decides to commit a boy or girl for training, every effort is made to give the child an opportunity to adjust by other means, such as Probation, if the circumstances so warrant. A study of case histories often reveals that a behaviour problem has been apparent some time before a Court appearance, and has been dealt with by a series of cautions.

Your Board does not wish to be critical of this procedure in general, since it is well aware that the judicial authorities are motivated by the desire to arrest youthful lawlessness in its early stages by all available means. Nevertheless, members of the Board are convinced that it is desirable to have a boy or girl for training as early as possible, and before their anti-social habits have made firm roots.

The following table shows the number of appearances in Court, concerning wards who have been admitted during the year:—

Number of times before the Court prior to Committal or Admission	Total Number
1st appearance	397
2nd appearance	265
3rd appearance	135
4th appearance	44
5th appearance	22
6th and upwards	16
	879

PLACEMENT OF WARDS AFTER TRAINING.

For the period under review 1,583 were returned to their own homes or to foster homes after a period of training. The Placement Officers reported that of this number 1,322 were making satisfactory progress at the end of the year.

Your Board is unceasing in its praise for the many public spirited people who are willing to give a needy boy or girl a chance by caring for them as foster parents. This is a quiet service which so often passes unnoticed, but those who feel able to help in this manner deserve public recognition, even though the effort does give them personal satisfaction.

THE RETURN OF WARDS FROM PLACEMENT.

Every instance of a ward being returned to the School from placement for further training is examined by the Board. A few reveal a failure to adjust to community life and are returned by the Placement Officers before they have committed new offences. Others after a period of settlement, break out again in their former behaviour and are returned by order of the Court.

As stated in our last report your Board does not consider a return of a ward to School for further training is, by itself, an indication of failure reflecting on the training programme of the School. When dealing with disturbed children this course must be expected in some instances.

The following analysis gives the numbers returned from placements made during the year and those returned from placements made in former years.

**ANALYSIS OF RETURNS TO TRAINING SCHOOLS
FROM PLACEMENT AS REPORTED TO
THE ADVISORY BOARD**

REASON FOR RETURN	Ontario Training School for Boys, Bowmanville	Ontario Training School for Boys, Cobourg	Ontario Training School for Girls, Galt	Ontario Training School for Boys, Guelph	St. Mary's Training School for Girls, Toronto	St. John's Training School for Boys, Uxbridge	St. Joseph's Training School for Boys, Alfred	Sub-Total	Total
MORE SERIOUS BEHAVIOUR									
Armed Robbery.....	2							2	
Arson.....	2							2	
Assault.....		1						1	
Auto Theft.....	6	5		4		13		28	
Breaking, Entering and Theft.....	10	17		1		9		37	
B.L.C.A.....	2		2					4	
Forgery.....		1						1	
Molesting Girls.....		3						3	
Offensive Weapon.....	1							1	
Receiving.....									
Theft.....	9	22		4	2	12	6	55	
Wilful Damage.....		1				1		2	136
LESS SERIOUS BEHAVIOUR									
A.W.L.....	31	18	10	4	5	7	5	80	
Truancy.....	3	1				2		6	
Unmanageable.....	3	7	1		1	8	2	22	
Unsatisfactory Behaviour and Minor Misdemeanour	16	16	18	5	17	6	7	85	
Vagrancy.....									193
OTHER REASONS									
Medical Attention.....	2	3				1	2	8	
For Replacement.....	24	12	2	3	10	8	9	68	76
Total Number Returned During the Year.....	111	107	33	21	35	67	31		405
Number Placed and Returned During Year Ended March 31, 1960...	71	56	31	21	27	31	24	261	
Number Placed in Previous Years but Returned Dur- ing Year Ended March 31, 1960.....	40	51	2		8	36	7	144	
	111	107	33	21	35	67	31		405

TERMINATION OF WARDSHIP.

When a ward attains the age of 18 years, wardship is automatically terminated by the provisions of the Training Schools Act. This Act also permits you to terminate a wardship before the age limit is reached, if your Board advises that a satisfactory adjustment has been made, or there are special reasons why it is considered proper to terminate. Particulars of the wardships which you terminated during the year under review are as follows:—

Number of applications for termination considered	734
Less number refused or deferred by the Board	31
Total number of wardships terminated on the recommendations of the Advisory Board	703

REASONS FOR TERMINATION

(a) Having reached the legal age of 18 years:	
Adjustment satisfactory	156
Adjustment doubtful	39
	195
(b) Having made a satisfactory adjustment before reaching the age of 18 years	343
(c) Having married:—	
Adjustment satisfactory	24
Adjustment doubtful	3
	27
(d) Having enlisted in the Forces	2
(e) Having moved out of the Province	22
(f) Having been transferred to Ontario Hospitals	33
(g) Having been within reach of legal age with whereabouts unknown over long period and further wardship considered to be unavailing	37
(h) Wardship transferred back to Children's Aid Society of which child was a permanent ward	14
(i) Having been dealt with in Adult Courts	30
Total	703

It is not the practice for the Board to keep particulars of the progress of wards after wardship has terminated, but the following details show the success and failure indications at the time of termination:—

Total number of wardships terminated during the year ended March 31st, 1960	703
Less number:	
(a) Transferred to Ontario Hospitals	33
(b) Moved out of Province	22
(c) Wardship transferred back to the Children's Aid Society	14
	69
Net total for the purpose of this assessment	634

ASSESSMENT

(1) Considered to have made a satisfactory adjustment:—	
(a) Having reached the legal age of 18 yrs.	156
(b) Before reaching the legal age of 18 yrs.	367
(c) In the Forces	2 525=82.8%
(2) Not adjusted or adjustment considered to be doubtful	109=17.2%
	634

THE RELATIONSHIP OF THE BOARD WITH THE TRAINING SCHOOLS.

Contact with the Schools and the Board is very real, with daily communication closer today than ever before. The Schools apprise the Board of any special events at which the Board is usually represented, and seek the Board's support for the promotion of plans considered likely to further the School's advancement.

The Executive Officer to the Board, Mr. D. Sinclair, maintains a very close co-operative contact with each School by systematic visits to discuss special problems and to offer advice and help on all matters. Through these channels your Board is able to assess what the Superintendents think of their Schools and the programmes it is their duty to maintain. In this connection the following notes concerning each School are given.

ONTARIO TRAINING SCHOOL FOR BOYS, BOWMANVILLE.

The population of this School has remained high consistently throughout the year. The Training Programme is a varied one, having three phases, i.e. academic schooling, vocational training and farming. The over all programme is enriched by other activities such as religious education, music, cadets, bugle band, crafts and sports.

Friends in the community have been most helpful and tribute is paid to the local Ministerial Association, the Service Clubs of Rotary and Kiwanis, the Recreation Department of the local Council, and many individual citizens.

Encouragement also comes from former students. One recently wrote: "I was in attendance at your School in 1940 and received a medal for gymnastic ability. I value this medal highly as a memento of the happiest year of my youth. I have lost the medal and wonder if it could be replaced". (N.B. It has been done).

ONTARIO TRAINING SCHOOL FOR BOYS, COBOURG.

This School has had the highest daily average for attendance in its history. Its admissions are boys under 14 years of age. The School has had a very successful year, and is justly proud of the fact that its choir competed in the Northumberland County Music Festival and gained first place in the Boys' Choral group, competing against all public schools in the area.

During the winter the School entered three teams in the Cobourg Church Hockey Leagues. While none of the teams carried off the League pennant, two students were presented with awards for "outstanding playing ability" in their respective Leagues.

The Boy Scout Troop had a successful year. Their efforts in the paper salvage drive helped them finance a ten day camp at Haliburton. In addition, the School's Wolf Cub Pack attended a week's camp at Shelter Valley.

The Bugle Band has taken part in local celebrations. Some boys have enlisted in the local Air Cadets Squadron.

The School's academic programme has been commended by the District Inspector of Public Schools.

The boys attend and are welcomed at Morning Service in the various Churches of Cobourg each Sunday. The School has its regular Chaplain who renders devoted service and is a great help to all.

The Rotary Clubs of Toronto and Cobourg have continued to show a great interest in the boys and the School's activities.

ONTARIO TRAINING SCHOOL FOR GIRLS, GALT.

The number of students in this School continues to be in excess of its normal capacity. This is a situation that will be eased when the new Training School for Girls is opened at Lindsay.

Dr. Bennett has reminded us that the majority of girls enter the School at 14 years of age or more and in most cases will not go to school again. Consequently the academic and vocational training programme has to be realistic and well balanced. To motivate some of the girls' academic study is manifestly difficult, hence the necessity of training in vocational abilities in which they are naturally interested, such as typing for office work; hairdressing, cooking, sewing and other household arts. The School is well equipped to develop such a programme.

Religious instruction has its proper place in the School's life. The Chaplain conducts Sunday Services and holds instruction classes during the week. For girls of the Anglican Church arrangements are made with the local Anglican Clergy to administer Holy Communion on the first Friday in every month, either at the School or at one of the local Churches.

The School's choir invariably renders a commendable performance on such special occasions as the Candlelight Service, part of which was broadcast over CFTS on Christmas Day. It has also given special concerts at the Eventide Home, Galt, and at several Churches in Galt, Guelph, Kitchener and Preston.

Every effort has been made to make the life of the School a full one, with special interests and activities. Life saving classes are given and one girl was successful in winning the Junior Life Saving Instructor's award (the second highest award offered by the YMCA).

Members of the St. John's Ambulance conduct Home Nursing classes and about fifteen girls have been awarded certificates.

A Public Speaking Contest was an event in which the girls were awarded prizes by the School and local branch of the University Women's Club.

About 75 girls put on a Fashion Show from frocks and outfits modelled in the sewing room. This was filmed and later presented over T.V.

The School also won the trophy for the highest number of points at the YMCA Field Day.

The CGIT has carried on a regular programme in the School with groups which has been very successful.

Mention must, of course, be made of the Cadet Training and the Bugle Band. This has become an outstanding feature in the activities of the School and the annual inspection by Lt.-Col. W. D. Gerrard, M.C., Officer Commanding 1st H.L.I., draws a large crowd of visitors. The Bugle Band also takes part in local festivities.

The School House Fund which is not supported by grants from Public Funds continues to show a useful purpose. By a unanimous vote the girls decided to purchase a Lowry electric organ for use at the Chapel and morning assembly services; they also voted to support a child through the Foster Parents' Plan at a cost of \$180.00 per year. As a result, Maria, a nine year old girl in Greece, is the School's foster child.

THE RECEPTION & DIAGNOSTIC CENTRE, GALT.

Reference has been made to this new Centre earlier in our report. Though situated in the grounds of the Ontario Training School for Girls, it is now administered as a separate unit.

The building consists of two floors, the lower of which is the Reception Unit. All girls of the Protestant faith who are committed to Training Schools are studied in this Unit. They are academically appraised, psychologically tested and psychiatrically examined if the latter is felt to be necessary. With the resultant body of information and with the observations of the supervisory staff, it is possible to form a good picture of the needs of the particular girl and to transfer her to the School which is best equipped to meet those needs.

The Treatment Centre is on the upper floor of the building and is reserved for those girls who are very disturbed and in need of skilled professional help. Girls may be transferred from any of the Girls' Schools. All transfers and returns to and from the Diagnostic Centre must have the approval of the Board. After completing treatment, the girls are normally returned to the School of origin.

Caring for disturbed girls in their middle teens is a most arduous and challenging task and the staff are to be congratulated for the manner in which they have undertaken this task and for the way in which they have tackled the difficult work of preparing the newcomer to adjust to the disciplined life of the training schools.

ONTARIO TRAINING SCHOOL FOR GIRLS, TRELAWNEY HOUSE, PORT BOLSTER.

This small and new School has shown much promise during its first year of operation. Seven of its twenty girls attend the District High School. The others attend a portable school on the grounds of Trelawney House. In addition, there are classes for Sewing, Home Nursing and Economics, Piano lessons, Music and Drama coaching. The students are also taught landscaping and nature study, and are making the grounds of the School a thing of beauty.

The School has no detention room and quarrelsome or disobedient behaviour is handled by counselling, the withdrawal of a privilege, or the imposition of extra duties.

The older students are in the choir of the local United Church, at which the other students attend.

One of the aims of the School is to mix as much as possible in the community life of the area and in this it has met with much success. Some 200 local guests attended the "Open House" last Christmas. Headed by Mrs. Cameron McKenzie, a local Club made certain that the students were not forgotten during the Festive Season. By this and many other incidents the local community has accepted the School as part of its own life.

ONTARIO TRAINING SCHOOL FOR BOYS, GUELPH.

The students of this School belong mostly to the older age group and have been transferred from other Training Schools because they have become behaviour problems. It is none the less a Training School and not a punishment institution. The main difference is that the School is a security unit from which students do not find it easy to be absent without leave. Individual counselling plays an important part in the School's programme, which academically and otherwise is in keeping with general standards. The School has well equipped vocational training shops in which elementary and advanced training is given in carpentry, machine shop and sheet metal. Some students who have made a good adjustment have been allowed to work in local industries. This programme has helped the student in overcoming the difficulties of transition from the School back into the community.

It is not easy to develop a home atmosphere in a School of this special nature, but the relationship between the staff and the students is such as to encourage the belief in the students' minds that here are people who are genuinely interested in their future welfare. Little things count for much in influencing the attitudes of these boys. For example—each student's birthday is remembered by a cake baked by the wives of members of the staff, and the students always acknowledge this gesture with a special note of appreciation.

The physical training is developed by calisthenics and various sports activities. Devotional training is cared for by Sunday Services and the counselling of the Protestant Minister and Roman Catholic Priest. The Salvation Army holds a midweek Bible Study group and the Anglican Priest visits the School weekly to take supper with the students.

Students are also encouraged in the art of helping others. Last winter many evenings were spent in the repair of toys for the Retarded Children's Association.

The students have also made furniture for the Ontario Agricultural College and the Ontario Training School for Girls at Port Bolster.

Excellent medical, psychological and psychiatric services are provided.

An indication of the effectiveness of the programme of this School may be judged from the fact that of the 41 boys who graduated during the year, only three have found their way into an adult institution.

ST. MARY'S TRAINING SCHOOL FOR GIRLS, TORONTO.

This School is for girls of the Roman Catholic faith and is administered by the Sisters of Our Lady of Charity of The Good Shepherd. The Sisters strive to educate their students by providing a happy family life with its restraints and privileges, its chores and amusements, its homely goals for youthful initiative and the spirit of adventure, with a deeply Christian ideal.

In addition to the normal school curriculum, classes are held in sewing, cooking, home management, home nursing and slimnastics.

The School has a splendid record in the rehabilitation of its students, many of whom are well settled in married life and some of these have sought to show their appreciation by providing good foster homes for present day students. Employers have spoken highly of the behaviour, cleanliness and deportment of girls coming from the School. One girl has successfully attained her R.N. and is exceedingly happy. The School has been taxed for accommodation and a new extension, consisting of a Reception Area, four complete living areas and two extra class rooms, is now under construction.

ST. JOHN'S TRAINING SCHOOL FOR BOYS, UXBRIDGE.

This Roman Catholic School is administered by the Christian Brothers, and is situated in the country near Uxbridge. Its grounds are spacious and its facilities are modern. Built to house some 150 boys, it is presently taxed to accommodate more than 200. The focal point of the School's life is its splendid Chapel designed for religious practice and training. The School has the added advantage of a resident Chaplain.

The academic programme is well up to standard. In addition vocational classes in Printing, Shoemaking, Tailoring, Woodworking, Farming, Baking and Barbering are provided. The School is well equipped for health services. A Doctor is in attendance three days each week and is on regular call. A Director of Nursing and two full time Nursery Assistants from the Uxbridge area, give efficient and devoted service.

Recreational facilities have reached a new high. House leagues in Hockey, Football, Lacrosse, Softball, Baseball and Volley Ball are in operation.

The School has been enterprising in its public relations. The local Kiwanis Club, the Uxbridge Club, the Catholic Women's League, the Holy Name Society, have been regular visitors. Visiting groups from the School of Social Service, the Salvation Army and the local Fire Brigade have been welcomed.

The regrettable illness of Bro. Joseph M.S.W.. forced his retirement from the Superintendency in January, 1960. This loss to the School was felt by all. His successor is Bro. Adrian, who has already proved his worth in maintaining the best traditions of the School.

ST. JOSEPH'S TRAINING SCHOOL FOR BOYS, ALFRED.

This School is also for Roman Catholic boys and is administered by the Christian Brothers. It is an imposing set of buildings situated in the centre of the community at Alfred. Its academic programme follows the Ontario Courses of the Department of Education and is conducted by a well qualified staff. The vocational training includes Shoemaking, Tailoring, Farming, Plumbing and Gardening. Like St. John's its religious programme centres around its own Chapel and is guided by a resident Chaplain.

The recreational facilities are lively and the usual sports are engaged in.

This School has embarked on an extensive improvement project for the modernization of its premises concerning which we shall be able to report more next year.

THE LATE MR. ALBERT R. VIRGIN.

In August, 1959, Mr. Albert R. Virgin retired from his office of Director of Training Schools. His long association with Training Schools is so well known that we need not go into details here.

It was with the deepest regret that we learned of his passing after less than a year of his well earned retirement. No man ever had a greater interest or did more towards helping in the correction of young people. His kindly disposition and integrity enabled him to exert a lasting influence for good on many who came under his care. He had the attitude of mind which enabled him to always look for and to find the best in everyone. In moments of trial and personal anxiety he was ever warm in his sympathy.

Your Board desires to pay tribute and to record its sincere appreciation and memory of the help given to it by this respected servant over so many years.

IN CONCLUSION.

This report would be incomplete if we failed to render thanks to the many who have given of their best to make the efforts of the Training Schools worthwhile.

The Superintendents and Staffs deserve praise for their unstinted service, always exacting, but very rewarding in values which abide.

Their tasks would be much heavier without the help and interest of so many friends. In this respect we think especially of the Service Clubs, the foster parents, the employers, the various religious organizations and such bodies as the Cornwall Juvenile Court Committee, all of which are ever ready to give a helping hand.

The Board similarly desires to acknowledge the help given to it by your Deputy Minister, Mr. J. A. Graham, the Departments of Health, Welfare and the Attorney-General, the Children's Aid Societies, the Probation Officers, and not least, the lively interest and leadership which you have shown from day to day.

Thanking you for allowing us to assist you.

MARTIN W. PINKER, O.B.E., CHAIRMAN.

JOHN M. BENNETT, PH.D.,

C. H. LEWIS, M.D., C.M.,

WALLACE M. MURDOCH,

ETHEL SANDERSON.

SUMMARY AND GENERAL APPRAISEMENT OF THE TRAINING SCHOOLS MADE BY DR. J. M. BENNETT

1959

In the first instance Dr. Bennett summarized what he considered to be the fundamentals upon which a good training school programme should be developed.

SUMMARY OF FUNDAMENTALS

1. Since these pupils are committed under 16 years of age, they
 - (a) are only children who went too far in wanting to do as they liked regardless of the moral law or of parents' or teachers' wishes and must be made aware that they are responsible for actions;
 - (b) must receive an academic education according to the laws of the Province and the Department of Education;
 - (c) must receive whatever guidance, training and education that is possible during the time in the training school, to develop good habits of conduct and correct thinking;
 - (d) must be convinced that the teachers and supervisors are honestly interested in his or her welfare, happiness and education. Example of kindness with firmness is necessary.
2. *The Academic Programme.*
 - (a) Must be based on the Course of Study of the Department of Education.
 - (b) Should use the authorized school texts of Ontario.
 - (c) Should always seek qualified Ontario certificated teachers, paid salaries comparable with those paid by the local public schools of the area.
 - (d) Must give every child under 16 years of age an education unless the learning capacity of a pupil is so limited that further progress in reading, composition, arithmetic, spelling, literature, etc., cannot be expected. Such pupils should be given as much intellectual development as possible up to at least 15 years of age, in special classes and in handicraft classes.
 - (e) Should progress the pupils in the fundamentals from grade to grade so that on return to their homes there will be no loss of school grade.
 - (f) Should give intensive work in the essential fundamental skills with *no waste of school time* and especially in those schools which can only provide a morning school session because of vocational classes in the afternoons.
 - (g) Should endeavour to foster whatever talents pupils may show in arts and crafts, in music and singing and in musical instruments, in handicrafts, in drafting and map drawing, in dramatics, in typing, etc.
 - (h) Should assess pupils on admittance by the combined information of a staff group. A Guidance Committee and Review Board, assures justice and is a commendable procedure.

- (i) Interest in hobbies should be encouraged.
- (j) Recreational reading provided by the library is essential.
- (k) Dramatics, plays and concerts are a necessity.

Varied programmes will bring enjoyment and happiness and will develop character and personality.

3. *The Religious Programme.*

The aim of these schools is to so educate wayward lads and girls that they will be decent citizens of Canada. Decent citizens obey the laws because they recognize the necessity of law for a decent social order. They respect the laws and feel a responsibility to obey them.

Pupils of these schools need to be imbued with these principles of good citizenship, obedience, sense of responsibility for their actions, honesty in their dealings with others and the other civic virtues.

"Self reverence, self knowledge, self control" (Tennyson) must be inculcated. The conscience must be enlightened and the will strengthened. This means that they must be—

- (a) Taught the principles of right conduct as outlined in the moral code of at least the Ten Commandments, or how will they know what is right or what is wrong?
- (b) They must be motivated in some way to act in accordance with right reason and with the moral principles which they have learned.

4. *Motivation for Good Conduct.*

Advantage should be taken (in the Ontario Training Schools and the Private Schools) of the fact that all of these children wish to be free of the school as soon as possible, so a system of marks given daily by the teachers and supervisors, for good conduct and effort in class, on work duties, in dormitories, is desirable. It is something they understand and is most necessary. It seeks to motivate a pupil's will to co-operate and build up good habits of self-control, obedience, honesty and respect for rules, regulations and law.

However, it is necessary to plan further if this is to be carried over into life when the personal influence of teachers and supervisors is removed. A sense of responsibility for one's actions to a higher authority must be implanted in minds and hearts.

Herein again, religious instruction plays a most important role in the education of these youngsters.

5. *Vocational Programme.*

Since these schools admit youths under 16 years of age, they must not be considered as vocational schools. The time in the school is far too short to warrant more than—

- (a) To arouse interest in handicrafts, woodworking, shoe repairing, sheet metal, arts and crafts, household economics, etc.
- (b) To develop a sense of satisfaction by making useful things.
- (c) To learn how to co-ordinate hands and brain.

(d) To awaken an interest in some trade.

(e) To appreciate the value of work.

However, it is essential that a worthwhile vocational programme be provided in each school.

6. *Recreational Programme.*

Every child loves to play and engage in sports. The muscles are strengthened; the mind is refreshed and the character is built.

Good sportsmanship, perseverance and self-control are inculcated in spite of handicaps and situations. The will to win, to aspire, to co-operate and play fair is aroused; loyalty to the team, school, and even to country, is developed. As a matter of fact, all phases of a recreational programme for the character development of these youngsters is most essential.

GENERAL OBSERVATIONS

1. The training school is definitely not a school for punishment but rather an educational academy for work in class and shop.

These children have been removed from their homes, their schools and churches and are wards of the provincial authorities; consequently, the Department of Reform Institutions must accept the serious responsibilities of parents and of teachers for the duration of commitment. Anyone visiting these schools is very much aware of the fine costly facilities provided by the province and of the capable teachers and supervisors. Most of the children grew up in homes where family life was disturbed by moral laxity, undisciplined and turbulent and in some cases, over-indulgent. In many homes and schools there was no teaching of what is right or what is wrong, or of the necessity of controlling emotional impulses, or of the place of right reasoning as the guide to correct conduct. Many of these children disliked school, had no respect for law and followed the gang. Most were never checked and were allowed to do as they liked, consequently the task of a training school is formidable when one considers the short time these pupils are in residence at the school.

2. It must be recognized that the majority of the girls who enter the schools at 14 years of age or more, in the vast majority of cases, will not go to school again. Consequently, the training school must be realistic in providing a balanced academic and vocational programme.

To motivate some girls for academic study is manifestly difficult. Hence the necessity of training them in some vocational abilities in which they are naturally interested, such as Typing, for office work; Hairdressing, Cooking, Sewing, Ironing and other household arts.

3. The new library policy of the Department and its appointment of a departmental librarian is commendable. I suggest that attractive pictured books in Canadian History, Geography, Popular Mechanics, Science, Bible Histories, be provided. Many a person in early life has been influenced and ambition aroused by reading non-fiction.
4. Reliance on some correspondence courses hinders teaching and reduces a teacher to the status of a study hall master. Correspondence courses were never meant to be used in schools to replace the work of a teacher. There is no reason why the Grade IX and X course of study shouldn't be actually taught by the staff.

5. It has been learned from experience that most discipline problems come when boys are assigned to full time in shops. The discipline of the academic class in studies and routine is needed for all under 17 years of age.
6. Some of the schools have a morning assembly, where youngsters' minds are consciously turned to God and an Act of Public Worship is made, followed by school announcements. Obviously, it is an educational procedure and the pupils should look forward to it with pleasure. Consequently, some one has to give it some thought previously by planning to assure its success or mere routine and boredom will result. Prayer, hymns, scripture reading and instruction and a thought for the day, varied to suit the occasion; all of these take precedence. Two worlds meet for a short time, heaven and earth. The aim of the assembly is to influence young lives, to inspire good conduct. Consequently, the assembly can recognize Advent, Christmas and its season, then Lent and Easter, which symbolize the Life of Christ.

Reference may also be made to current events, our country, our school, Thanksgiving, Remembrance and United Nations Day and special historical days. Some ceremonial assemblies might be arranged with pupil participation.

This is sufficient to explain the educational value of a planned assembly. It should be concrete as well as abstract; it should be varied but its central idea of worship is paramount. It should be planned in advance and previous notice and training given. The pupils should recognize its educational value.

7. Many of the boys and girls committed to the training schools never learned respect and reverence for parental law or civil law or for the laws of God. Reverence and respect for the law for one another is fundamental for a decent social order. While oral instruction is necessary to enlighten the mind to think rightly, yet good example and good environment influence people greatly. The chapel inspires this.

An auditorium is not the best place for religious worship. Used as it is for concerts, movies, amusements, physical training and a variety of secular business, it cannot inspire a feeling of reverence when one enters it for a church service of worship and praise.

Children are so impressionable that a chapel is considered by many educators as an educational necessity if a religious programme is to influence them. Thousands of dollars are spent on building and equipment in these schools. Why not allocate some dollars for a chapel in each school? A quiet, reverent, restful place in which to assemble for service is a good idea for the welfare of these youngsters as future citizens of Canada. Some one has said that if the Liberal State doesn't wish to commit suicide it had better see that Christian Education is not allowed to perish.

GENERAL ASSESSMENT.

The report contained much commendation of the educational programmes in each school and of the interest of the staff in this work of education and training. It was noted that most of the academic teachers were Ontario certificated and devoted to their work. The trade instructors were commended in most cases for their competency and dedicated interest. The classroom programmes reflected earnest effort to provide for each individual pupil. Teachers naturally have to face the problem of almost a 65% yearly change in enrolment and necessity of adjusting the course of study in the fundamental tools of education to each pupil's ability.

The schools are commended for their well planned recreational programmes.

The vocational work in each school was carefully noted and suggestions made. The boys' schools do a good job inculcating interest and skills in various handicrafts and the girls' schools do give a good course and arouse interest in the household arts.

The Religious programmes are being carried out by good men who are doing their best to inculcate high ideals.

The report records the methods being used to change the thinking of these misled youngsters, of the painstaking procedures necessary, and of the fine results being obtained with at least 80 per cent of these boys and girls.

GENERAL RECOMMENDATIONS.

1. *Inspection.**

Teaching staffs change. So do textbooks and the Ontario Course of Study. To assure proper progress and direction the Department of Reform Institutions should request the Department of Education to assign the local Public or Separate School Inspector to inspect the academic and vocational work of the school twice yearly in the same manner as every other school and to send his report and recommendations to the Department of Reform Institutions. A courtesy visit has not the authority necessary.

The Department of Education would be paid for this service in a similar manner to the Federal Government fees for inspection of Indian Schools.

2. *Teaching Grades IX and X.*

The larger schools should have a staff teacher, or two, teaching the Grade IX and X pupils. The course leads to the Intermediate Certificate of the Department of Education on the completion of Grade X. The subjects of Grades IX and X could be English, Social Studies, Mathematics, Science, Type-writing, Shop Work or Home Economics, Physical Education and Guidance. These could easily be taught by one or two teachers.

3. *Promotion to Grade IX.*

To assure promotion to Grade IX and the completion of an elementary education, pupils in Grade VIII should not go on placement until the end of the school year in June. They should then be given a certificate of promotion to Grade IX, signed by the Superintendent or Head Master.

4. *The Non-Academic Pupil.*

Those youngsters who are 15½ years of age or over, who dislike academic work, or are slow learners, or were in Auxiliary Classes in some school system, or did not attend school very long before admission, should be assigned to some handicraft class or shop, and to the *library for reading* on whatever level they may be. They should not be on full time on kitchen or house duties alone. There is need for these pupils to get whatever intellectual development is possible.

5. *Teachers.*

1. The main agent in education is the intelligence of the learner himself. The teacher acts like the farmer who must co-operate with nature to assure growth and purity of crops. Only the experienced, capable and trained teacher can *stimulate* minds to think and reason; or is able to accurately *guide* pupils in their studies; or *enlarge* the mental and spiritual horizons of children by expert questioning and suitable sensible methods.

Since these children are wards of the Province then the government must accept the responsibility of the home to provide the best teachers possible. The School superintendents have done well in their choice of teachers.

*This recommendation has been implemented.

6. *Vocational Courses.*

- (1) An attempt should be made to follow the Ontario Course of Study in Auto Mechanics, Curriculum 1 and S.27 Technical Course, for Grades IX and X. It may not be possible, however, since the boys are not in residence for sufficient time.
- (2) It is also recommended that all Trade Instructors should acquaint themselves with the Instructions for Industrial Arts Courses as given in the 1951 Intermediate Division, Course of Study of the Department of Education.
- (3) "Household Mechanics and Woodworking", as outlined in the Ontario Course of Study VII to IX should be a definite part of the vocational course in each school.
- (4) The Department of Education Course for Grades VII to X (inclusive) should be followed for the vocational programme in each school as far as feasible.

7. *The Chapel.*

I recommend that consideration be given for a church-like chapel for each school. Should it not be considered as essential in the Ontario Training Schools as it is in the Private Schools?

Using an auditorium, in which so many secular projects (shows, physical training, etc.) take place, for chapel services, does not inspire devotion or reverence.

8. *School Manual.*

A very commendable confidential manual has been prepared by one school in the last few years for the guidance of each member of the staff so that each may understand the plan in the education, training and rehabilitation of the boys confided to the care of the school. It contains some history; the school's relationship with the Department of Reform Institutions and Advisory Board; the Training Schools Act; and suggestions on a variety of topics, such as school standards, discipline and class control. A manual of this nature would be helpful to the staff of all the schools.

9. *History of The Schools.*

Would it be of value for future historians if a short history was prepared by some interested person on each school staff? A copy could be donated to the Legislative Library. St. John's Training School seems to have some such record. Mr. J. S. Morrison has completed a bound volume of documents from the Year 1925 to 1955. There may be others.

10. *Recall Centre.*

There is a definite policy in all schools to provide such an intensified and varied educational programme that the benefits derived by the pupils will enable the schools to replace youth into the community within ten or fifteen months. This, of course, depends on the conduct of the boys and girls.

Returns from placement are not any indication of failure on the part of any school because every placement is an experiment.

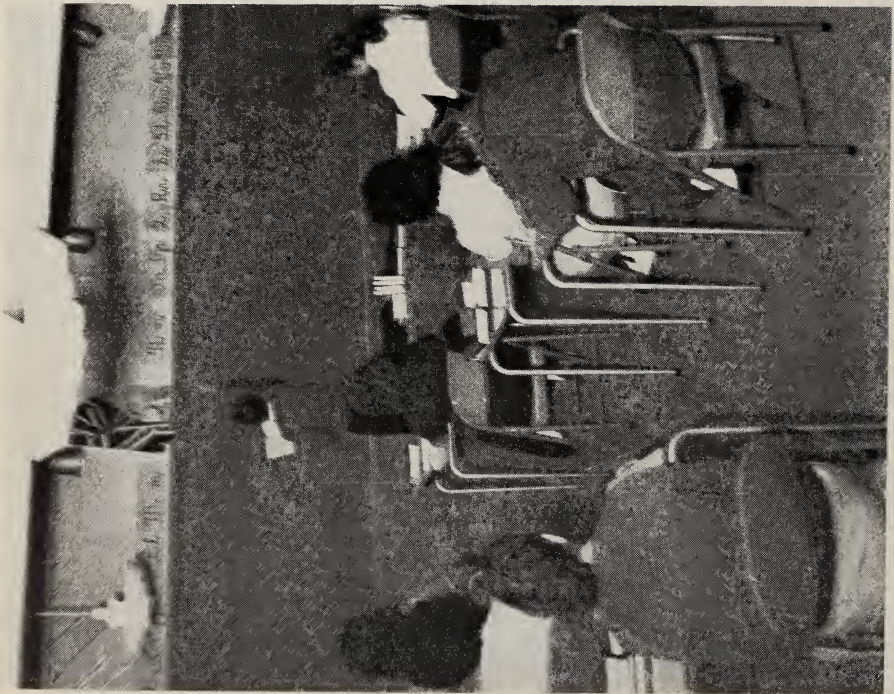
However, there are some who fail on every placement, committing serious offences and who don't seem to profit by the initial training and retraining and have to be brought back to their training school. These returnees have a disturbing influence on the life of the school and disorganize the training programme. To meet this situation there is need of a recall adjustment centre for boys so that they need not be returned to their school, but to this centre for an intensive course of training. I recommend that this should be carefully considered and provided.



"Trelawney House"—Ontario Training School for Girls, Port Bolster. This property was purchased, re-constructed and opened as a small Training School in 1959. It has a home-like atmosphere and accommodates a small selected group of young girls.



"Home made" decorations for Christmas at "Trelawney House,"
Port Bolster.



Academic subjects are stressed at "Trelawney House" under
direction of qualified teaching staff.



The Dining Room, "Trelawney House."



A typical bedroom for the girls at "Trelawney House." Each room accommodates three or four girls.



Ontario Training School for Boys, Cobourg—Administration Building. This School consists of four similar buildings.



Another of the large houses comprising the Cobourg School.



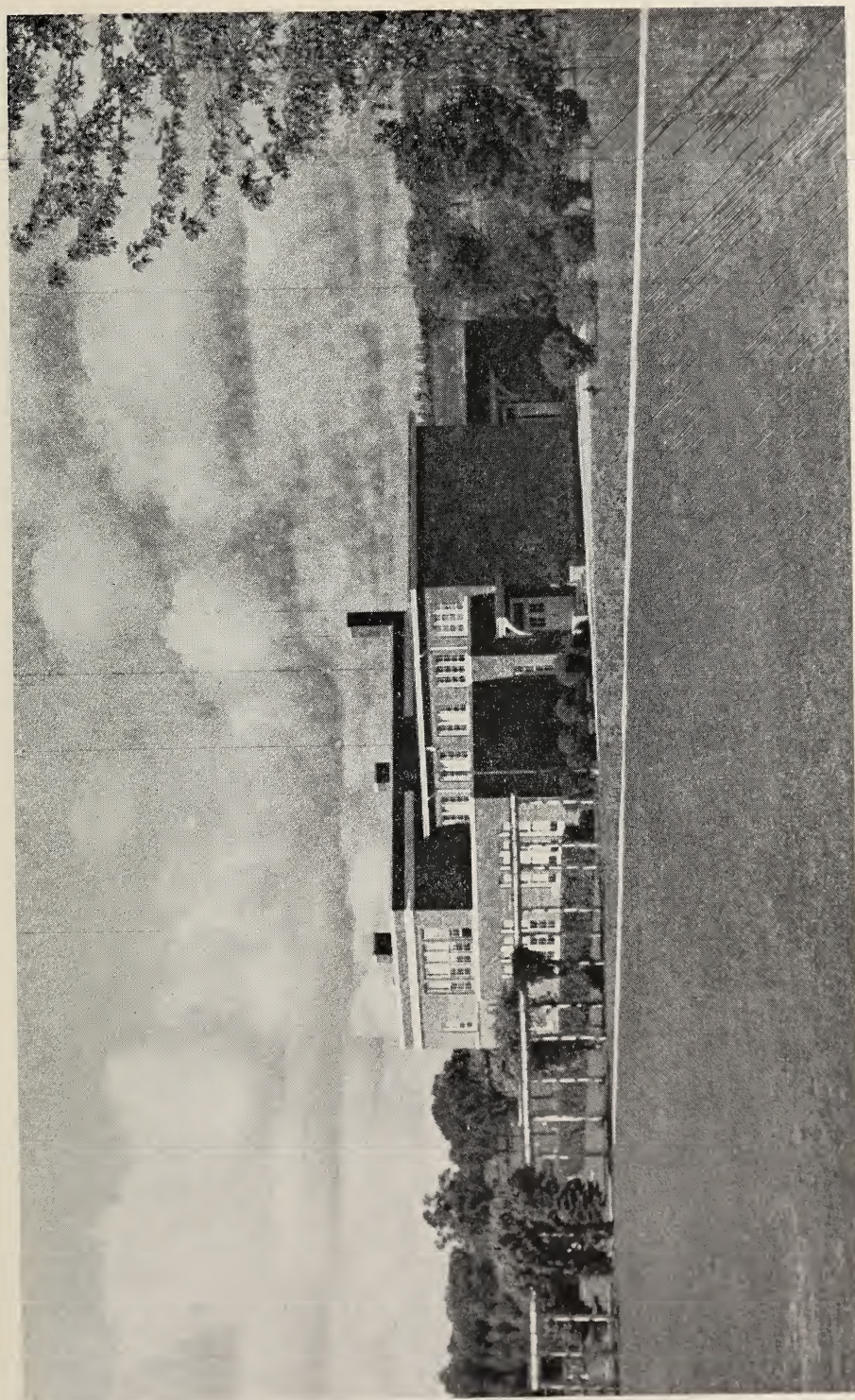
A group of the boys, proceeding to an assignment—Ontario Training School, Cobourg.



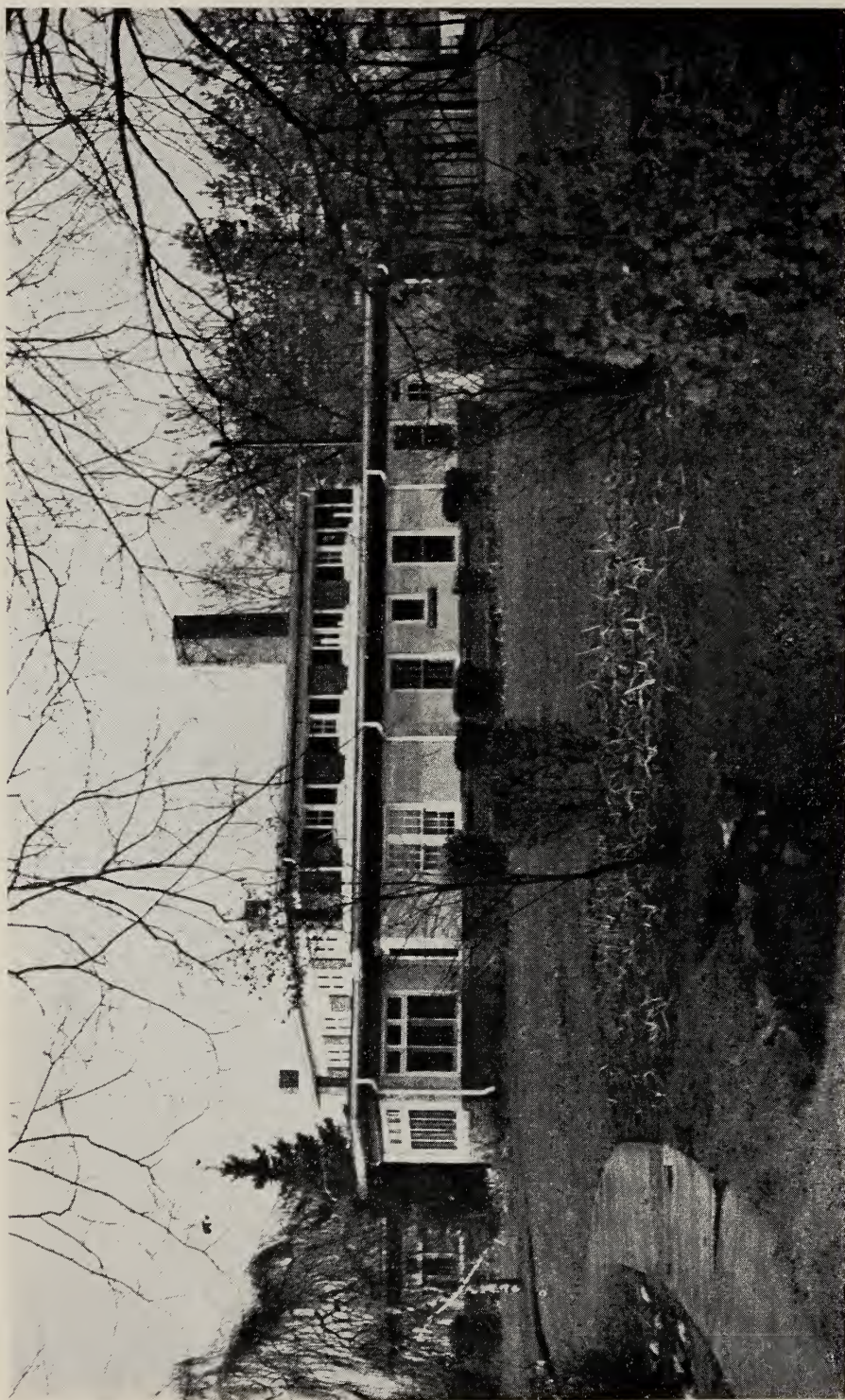
Cobourg accepts younger boys up to fourteen years, therefore, academic subjects are an important part of the program. Above are the buildings housing academic class rooms.



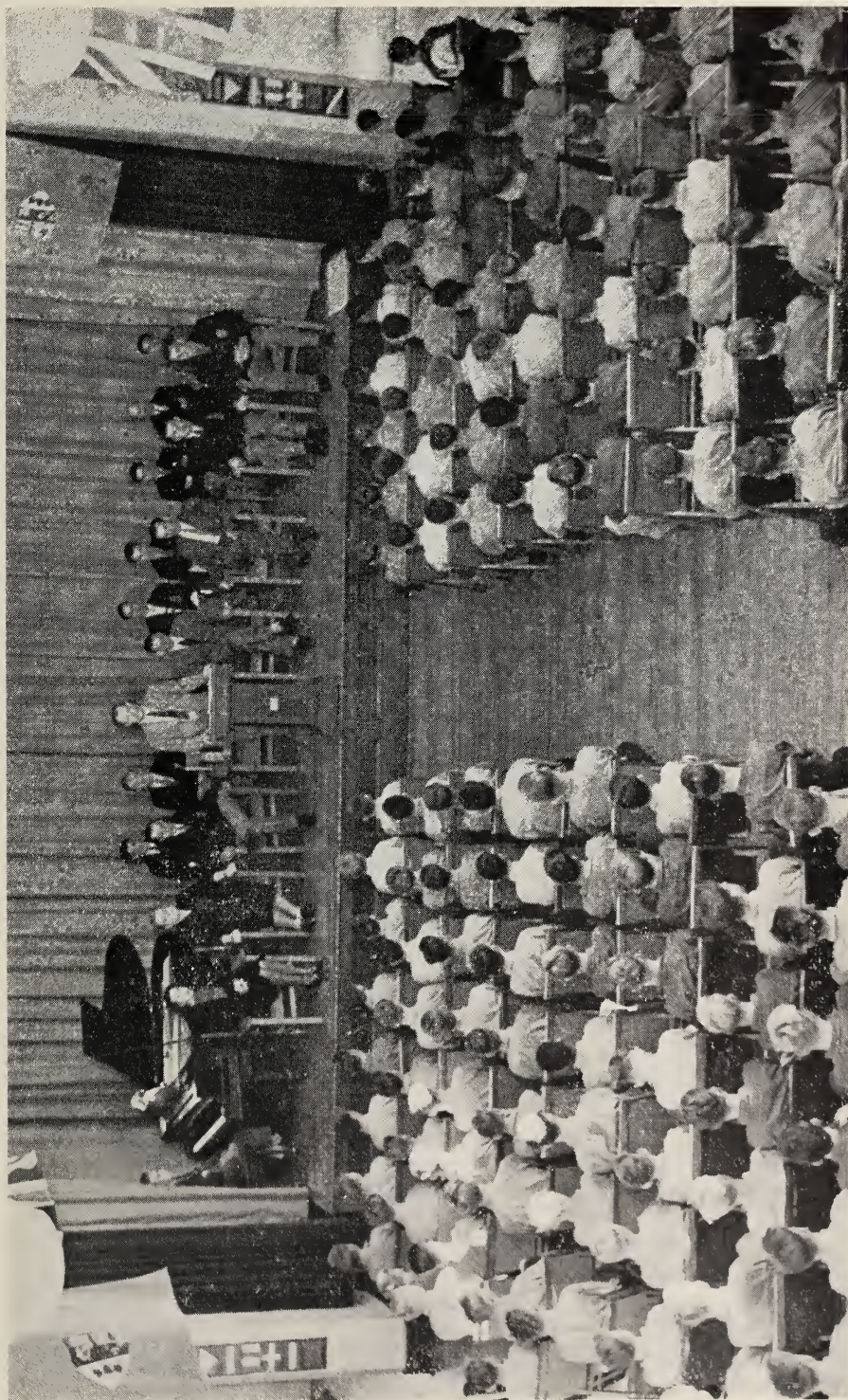
In all Training Schools counselling and advice are an integral part of the curriculum to assist the pupils with their various problems.



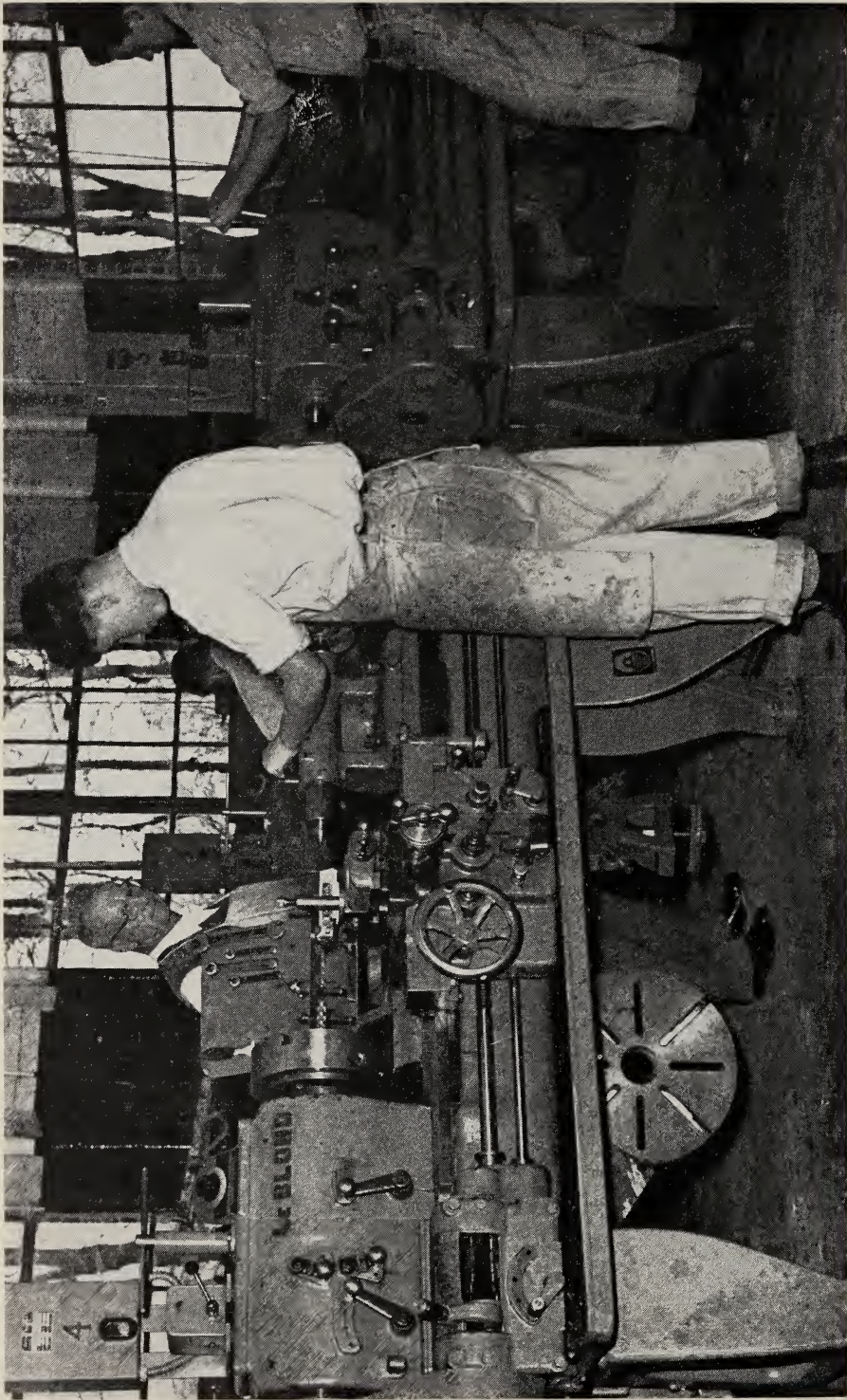
The Administration Building, Ontario Training School for Boys, Bowmanville, which accepts boys over fourteen years of age.



One of the several dormitory buildings at Ontario Training School, Bowmanville.



Ontario Training School for Boys, Bowmanville—Assembly Hall.



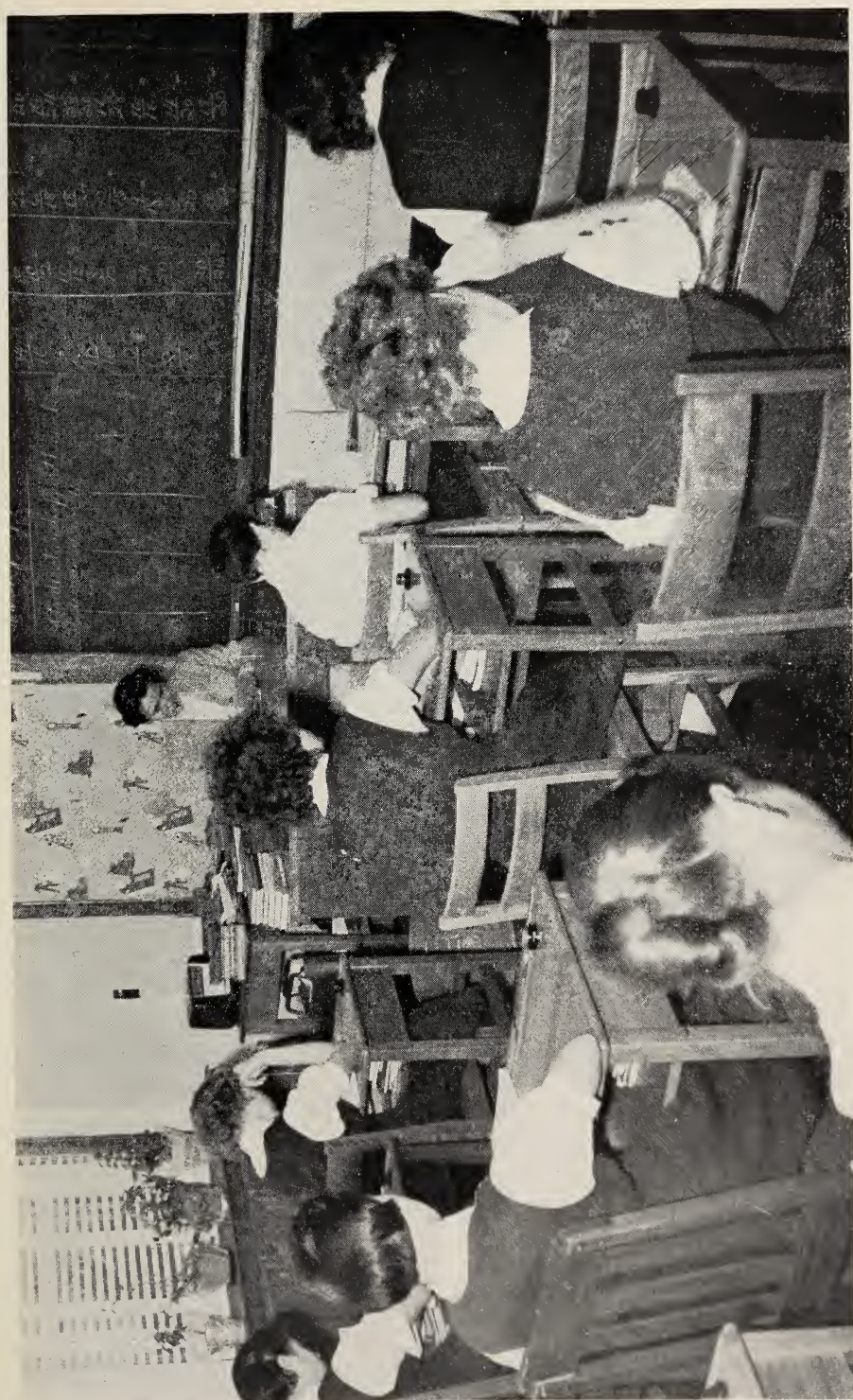
Vocational training in several trades is provided at Bowmanville — a section of the machine shop.



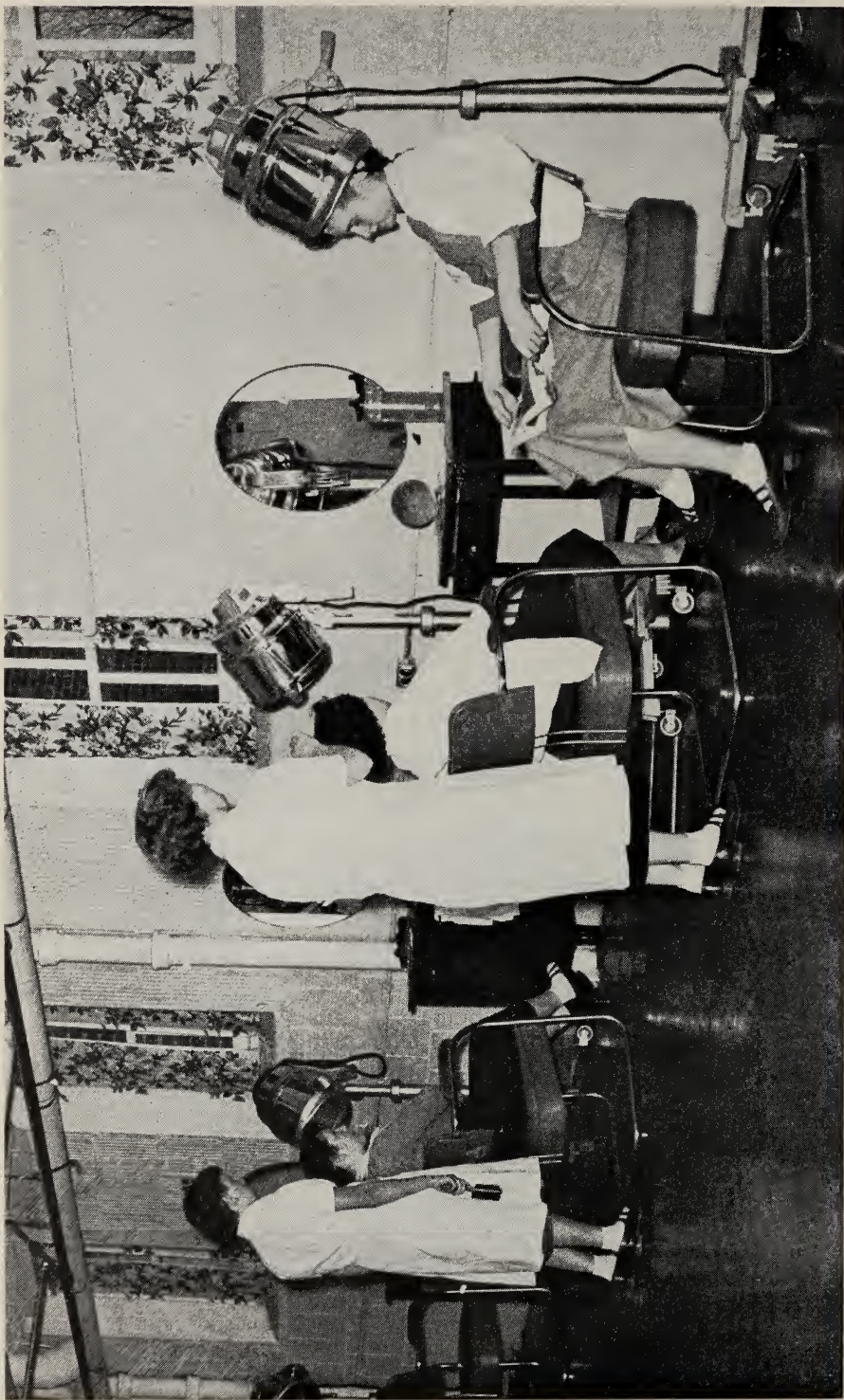
Participation in Arts and Crafts creates a great interest among the pupils at Bowmanville.



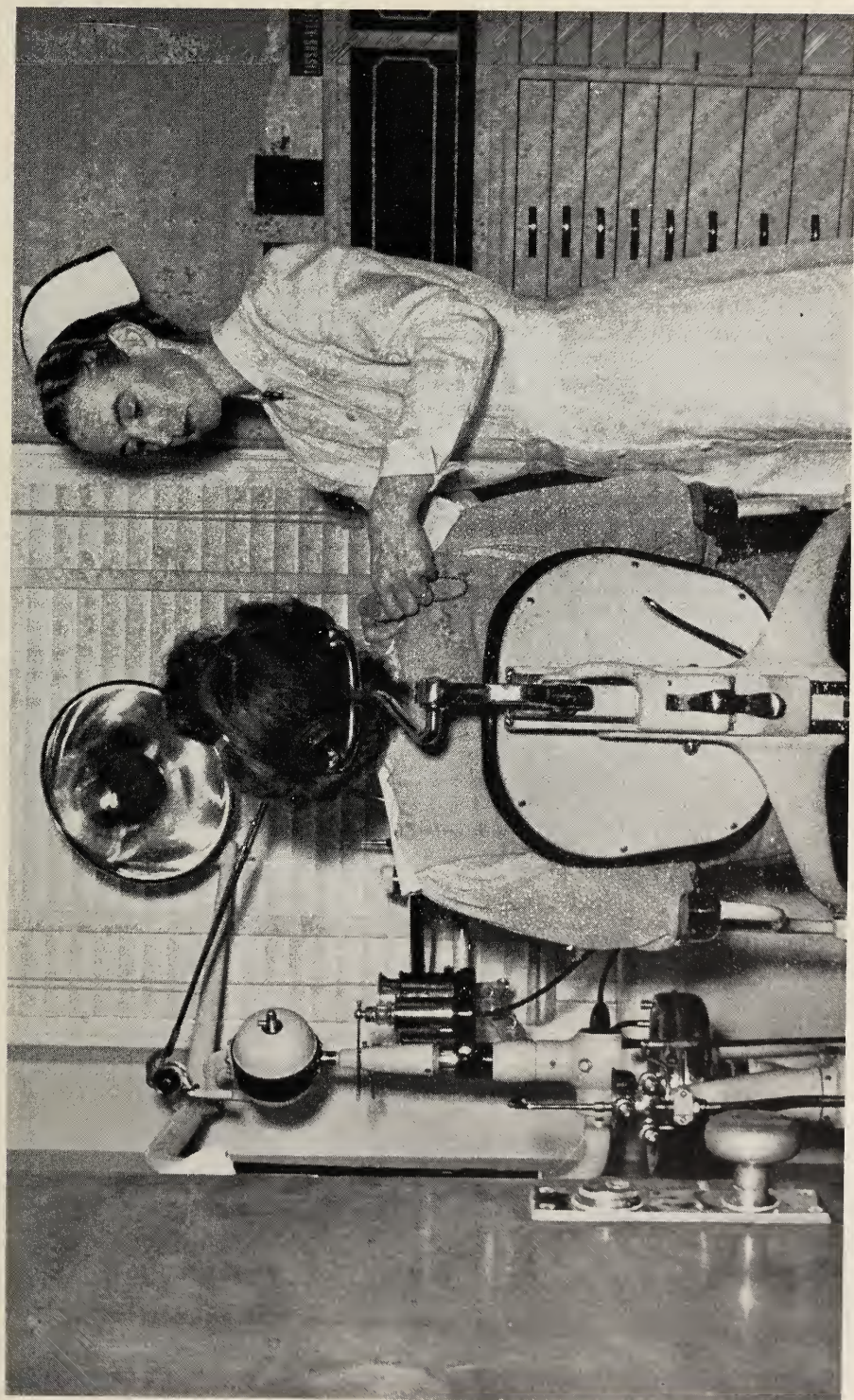
The Administration Building—Ontario Training School for Girls at Galt.



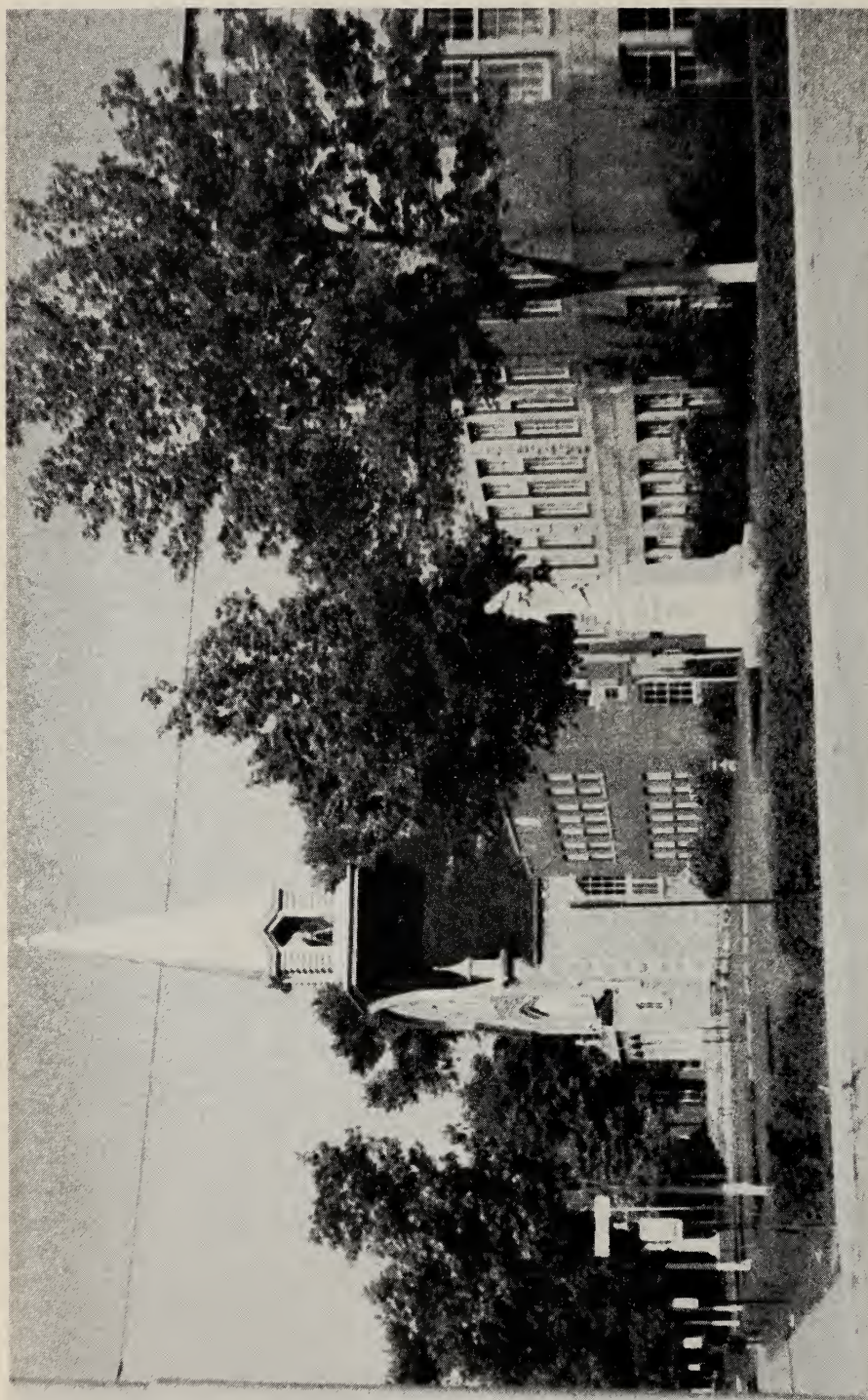
Many of the younger girls at the Ontario Training School, Galt, require to continue their academic education. This is provided for under supervision of a qualified teaching staff.



Instruction in hairdressing, under a qualified instructress, is part of the training available at Galt.



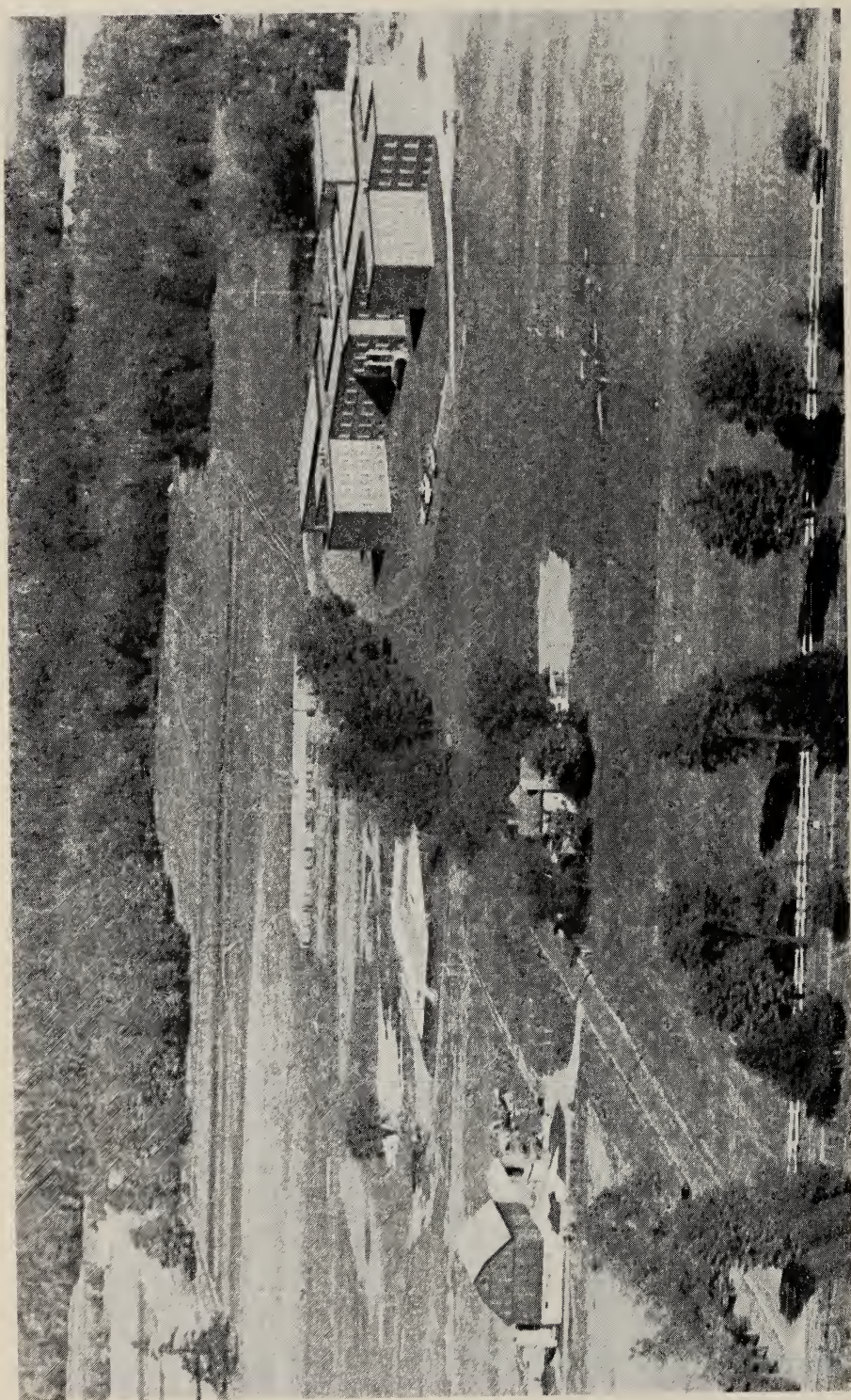
Both medical and dental attention is provided the girls at Galt whenever required.



St. Joseph's Training School for Boys at Alfred in Eastern Ontario is a "Private Training School" operated by the Christian Brothers.



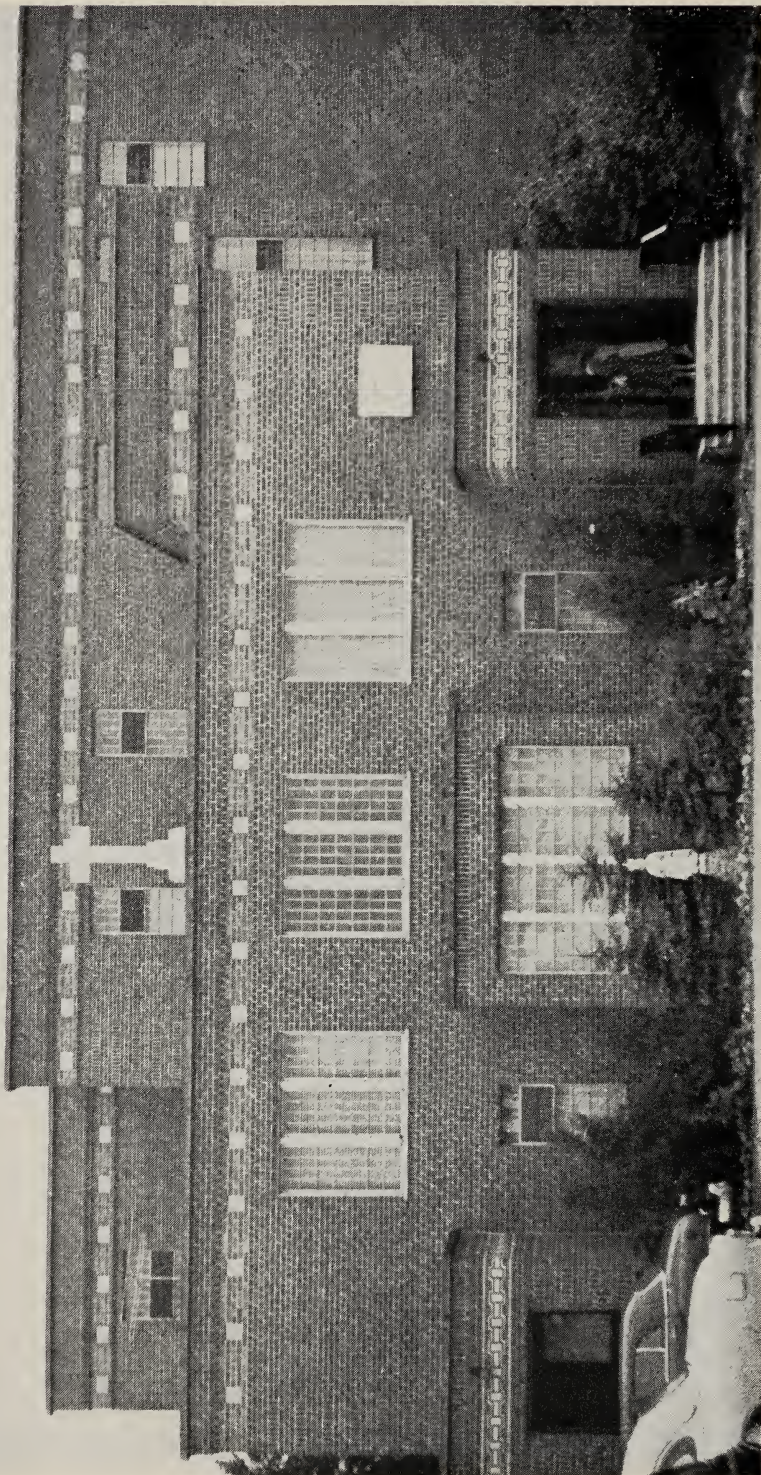
Another view of St. Joseph's Training School.



St. John's Training School for Boys, also a "Private Training School," operated by the Christian Brothers, moved into these new school buildings at Uxbridge from Toronto in 1957. The school was originally established in 1894.



The chapel—St. John's Training School for Boys, Uxbridge.



The entrance to St. Mary's Training School for Girls, Downsview, in Metropolitan Toronto. This School, operated by the Sisters of the Good Shepherd, was originally established in 1900, but moved to a new location at Downsview in 1941.

STATISTICAL TABLE
Giving details and showing the nature of the work done by the
TRAINING SCHOOLS ADVISORY BOARD
during the year ended March 31st, 1960.

	St. Mary's Training School for Girls Toronto	St. John's Training School Uxbridge	St. Joseph's Training School for Boys Alfred	Ontario Training School for Girls Galt	Ontario Training School for Girls, Galt (Churchill House) (Formerly Hood House)	Former Ontario Training School for Girls Toronto	Reception and Diagnostic Centre Ontario Training School for Girls, Galt	Ontario Training School for Girls (Trelawney House)	Ontario Training School for Boys Bowmanville	Ontario Training School for Boys Cobourg	Ontario Training School for Boys Guelph	Totals
Applications for Admission Recommended	10	9	2	13	..	..	..	..	24	..	..	58
Applications for Admission Refused	217	220	148	292	24	1	..	3	364	66	..	1,568
Placements Recommended to Minister and Authorized	..	2	..	4	..	..	..	..	4	1	..	11
Placements Refused	..	3	1	3	..	..	..	..	12	6	..	26
Placements Deferred	..	2	..	..	..	..	..	..	9	4	..	15
Deferred Placements Authorized	..	..	..	..	..	..	..	..	..	..	..	..
Deferred Placements Refused	..	..	..	..	..	..	..	..	..	..	..	..
Special Cases	11	14	3	18	2	..	..	1	71	30	10	160
Returns from Placement	35	67	31	27	5	1	..	..	111	107	21	405
Recommendations for Transfer Authorized	..	10	4	35	..	..	..	..	177	43	..	269
Recommendations for Transfer Refused	..	1	..	..	..	..	..	..	3	1	..	5
Placement Reports	114	309	259	179	16	5	..	1	753	847	67	2,550
Attendance Reports	253	217	206	388	20	1	..	9	456	286	71	1,907
Termination of Wardship	113	76	96	106	9	7	..	..	201	63	32	703
Termination Refused	2	9	6	1	..	..	..	..	6	3	1	28
Termination Deferred	..	..	..	2	..	..	..	..	1	..	..	3
Deaths	1	1	..	..	..	..	..	..	1	..	..	3
TOTALS	757	940	756	1,068	76	15	..	14	2,194	1,624	268	7,712

TRAINING COMMITTALS For Year Ending

COUNTIES AND DISTRICTS	Committed by Court	Admitted by Application	Total	Male	Female	City	Town	Township	AGES										16 and over
									7	8	9	10	11	12	13	14	15		
Algoma District	25	25	15	10	14	1	10				1	1	2	5	6	8	2		
Brant	14	1	15	12	3	6	4	5				1	1	3	4	6			
Bruce	5	5	4	1	2	2	1				1			1		3			
Carleton	31	1	32	24	8	32		1			1	2	3	1	9	13	2		
Cochrane District	27	1	28	20	8	6	14	8			1	1	1	6	4	14	1		
Dufferin																			
Elgin	9	9	7	2	8	1					1		2	5	1				
Essex	10	9	19	15	4	17	2				1	2	3	1	12				
Frontenac	13	13	11	2	13							1	1	7	4				
Grey	14	14	10	4	10	1	3					2	2	3	7				
Haldimand	6	6	4	2		4	2							1	1	4			
Haliburton	1	1	1				1								1				
Halton	15	15	9	6		14	1				1	2	1	5	6				
Hastings	11	1	12	8	4	9	3			1		1	1	4	5				
Huron	9	9	4	5		7	2				1		1	1	1	6			
Kenora District	18	18	6	12		8	10				1	3	1	6	7				
Kent	11	1	12	9	3	5	6	1						1	4	7			
Lambton	18	1	19	14	5	15		4		2	1	1	1	1	6	7			
Lanark	7	7	3	4		7								1	2	4			
Leeds-Grenville	2	2	2		1	1									1	1			
Lennox-Addington	2	2	2			2								1		1			
Lincoln	20	1	21	11	10	8	12	1			1		2	5	12	1			
Manitoulin Island	17	17	14	3	6	8	3				1		2	7	5				
Middlesex	21	3	24	17	7	18	2	4					3	3	6	12			
Muskoka District	6	6	3	3	1	3	2								2	4			
Nipissing District	31	1	32	22	10	12	11	9		1		1	3	7	8	12			
Norfolk	4	1	5	2	3	1	2	2							2	3			
Northumberland-Durham	12	12	5	7		10	2							1	3	8			
Ontario	13	13	9	4	9	3	1					1	2	6	4				
Oxford	2	2	2		1	1									1	1			
Parry Sound District	11	11	8	3		7	4			2			2	2	4	1			
Peel	3	1	4		2	1	1								1	3			
Perth	6	6	5	1	3	3						1	2	1	2				
Peterborough	11	11	10	1	11						1	1	1	2	5	1			
Prescott-Russell	12	12	10	2		3	9					2	1	7	2				
Prince Edward	7	2	9	7		8	1								5	4			
Rainy River District	2	2	1	1		1	1								1	1			
Renfrew	15	15	11	4	4	6	5					1	3	4	7				
Simcoe	34	34	20	14	7	21	6				1		7	16	7	3			
Stormont-Dundas-Glengarry	14	14	9	5	5	4						1	2	3	4	3	1		
Sudbury District	42	3	45	38	7	23	12	10				2	6	9	10	18			
Temiskaming District	25	25	20	5	5	11	9			1	3	3	1	4	13				
Thunder Bay District	43	43	33	10	27	13	3				2	1	10	12	18				
Victoria	7	7	2	5		5	2								2	5			
Waterloo	8	1	9	7	2	8	1					1		4	4				
Welland	17	1	18	16	2	12	4	2				3	2	4	6	3			
Wellington	9	9	9		5	4							2	2	5				
Wentworth	40	40	24	16	34	3	3		1	2	1		3	11	5	17			
York	141	28	169	104	65	160	9		1	1	7	11	23	16	56	52	2		
TOTALS	821	57	878	603	275	500	256	122	1	2	7	18	33	75	120	252	353	17	

**SCHOOLS
AND ADMISSIONS**
March 31, 1960

COUNTIES AND DISTRICTS	Ward of C.A.S.		OTHERS	Cause of Committal or Admission																
	Parents Married	Parents Unmarried		Parents Married	Parents Unmarried	Arson	Assault	Breach of L.C.A.	Breach of Probation	Break and Enter	Dangerous Driving	Immorality	Unmanageable	Theft	Murder	Neglect of Child	Truancy	Unlawful Weapons	Vagrancy	Wilful or Mal. Dam.
Algoma District	4		21					1	1	4			12	4			3			
Brant	4		8	3						2			5	4			4			
Bruce	1	1	3							1			1	3						
Carleton	1		28	3					5	6		1	6	9			4			1
Cochrane District	1		27							6			12	6			2			2
Dufferin																				
Elgin	2		7										3	3			3			
Essex	4	1	14				1						15	1			2			
Frontenac			12	1						1			5	5			2			
Grey			11	3						3			9	2						
Haldimand	1		4	1									3	2			1			
Haliburton			1											1						
Halton	1		13	1					1	3			8	2			1			
Hastings	3		7	2					1	1			7	3						
Huron			9							2		2	3	1	1					
Kenora District	3		13	2				2		3		2	7	3				1		
Kent		2	10							3			5	2						2
Lambton	1		16	2						4			5	4			6			
Lanark			7									1	4				2			
Leeds-Grenville			2											2						
Lennox-Addington		1	1							1			1	1						
Lincoln			21		1					1			10	4			4			1
Manitoulin Island			14	3		1			2	4			5	3		2				
Middlesex	5		19			4		1		2		3	8	6						
Muskoka District	1		5							2			2	1			1			
Nipissing District	1		27	4	2					5			11	14						
Norfolk		1	4										3	1			1			
Northumberland-Durham	2		9	1						1			7	4						
Ontario	1		11	1									10	2			1			
Oxford			2										2							
Parry Sound District			11							3			5	1			2			
Peel	1		3							3			1							
Perth		1	5			1						1	2	1			1			
Peterborough	1		9	1									2	8			1			
Prescott-Russell	1		11							2		1	3	2			1			3
Prince Edward	3		4	2									9							
Rainy River District			2										1	1						
Renfrew			14	1	1					1			7	3			3			
Simcoe	2	1	28	3				1		3			25	4			1			
Stormont-Dundas-Glengarry		1	12	1						4			5	4						1
Sudbury District	4		38	3						9		1	19	16						
Temiskaming District		1	23	1		1		1					10	9			2		1	1
Thunder Bay District	2		39	2				1		10		1	17	13			1			
Victoria			6	1									6	1						
Waterloo	1	1	7			1				1			4	2			1			
Welland	2		15	1		1		2	4	1	2	2	2	6						
Wellington	1		8			1				4			2	2						
Wentworth	2		37	1		1		2	2		1	17	11				6			
York	23	8	130	8		3		4	15		10	80	47				4	1	5	
TOTALS	79	19	728	52	4	15	5	20	116	1	26	385	224	1	2	60	1	7	11	

SUMMARY OF ATTENDANCE IN TRAINING SCHOOLS

April 1, 1959 to March 31, 1960

	St. Mary's Training School for Girls, Toronto	St. John's Training School for Boys, Uxbridge	St. Joseph's Training School for Boys, Allred	Ontario Training School for Girls, Galt	Reception and Diagnostic Centre (Girls), Galt	Ontario Training School for Girls, Port Bolster	Ontario Training School for Boys, Bowmanville	Ontario Training School for Boys, Cobourg	Ontario Training School for Boys, Guelph	Totals
Number in Residence, April 1, 1959	177	188	164	203	...	...	229	195	32	1,188
New Commitments or Admissions	91	166	83	148	36	...	203	150	1	878
Admitted and Transferred to O.T.S., Cobourg	...	...	...	...	...	...	150	...	...	150
Transferred from other Training Schools	...	...	...	...	...	21	42	...	45	108
Returned from Parole:										
Violation of Parole	12	...	8	14	...	...	32	53	8	127
Not Satisfactory	1	29	5	20	...	...	22	5	1	83
Services no longer required	...	1	4	...	...	...	...	...	...	5
Pupils Dissatisfied	1	13	6	1	...	...	1	5	1	28
For Replacement	11	3	2	2	...	...	25	19	5	67
For Further Training	17	5	6	3	...	...	10	24	2	67
Court Order	...	20	...	1	...	...	15	9	8	53
For Medical Attention	...	...	...	...	...	...	5	2	...	7
Returned from A.W.L.	1	1	...	3	...	...	1	3	...	9
Returned from Leave of Absence	...	...	6	...	...	...	...	...	...	6
Returned from other Institutions	...	...	...	...	...	...	1	...	...	1
TOTALS	311	426	284	395	36	21	736	465	103	2,777
Number of Placements:										
Returned Home for School	24	115	19	37	...	...	66	126	1	388
Returned Home to Assist Parents	2	...	3	3	...	...	69	1	1	79
Returned Home for Employment	30	60	14	72	...	...	48	3	23	250
To Boarding Home	50	14	33	19	...	2	88	57	31	294
To Positions (Farm, Factory, Domestic, etc.)	50	15	44	78	...	1	50	15	6	259
Number Transferred to other Training Schools	...	8	...	18	22	...	171	49	...	268
Number Transferred to Mental Hospitals or other Institutions	14	5	1	11	...	...	5	7	3	46
Number Absent Without Leave	1	1	...	1	...	...	3	1	...	7
Number Absent on Leave for Work	...	...	...	2	...	...	...	...	...	2
Number Died	1	...	...	...	...	...	...	...	...	1
TOTALS	172	218	114	241	22	3	500	259	65	1,594
Number remaining in Residence, March 31, 1960	139	208	170	154	14	18	236	206	38	1,183

NUMBER PLACED AND RETURNED DURING YEAR

	St. Mary's Training School for Girls Toronto	St. John's Training School for Boys Uxbridge	St. Joseph's Training School for Boys Alfred	Ontario Training School for Girls Galt	Reception and Diagnostic Centre (Girls) Galt	Ontario Training School for Girls Port Bolster	Ontario Training School for Boys Bowmanville	Ontario Training School for Boys Cobourg	Ontario Training School for Boys Guelph	Totals
Number remaining out for whole year	129	173	89	177	....	3	250	146	41	1,008
Number placed and returned during year	27	31	24	32	....	....	71	55	21	262
Placed out in previous years and returned..	15	40	7	9	....	....	39	64	4	178

NUMBER RETURNED FROM PLACEMENT DURING YEAR

After one placement..	30	55	19	28	....	....	70	68	17	287
After two placements.	10	13	9	11	....	....	30	27	6	106
After three placements	2	3	3	2	....	....	6	12	2	30
After four placements.	....	....	....	....	....	....	4	7	....	11
After more than four placements.....	....	....	....	....	....	....	....	6	....	6
TOTALS.....	42	71	31	41	....	....	110	120	25	440

NUMBER OF COURT APPEARANCES PRIOR TO
COMMITMENT OR ADMISSION

None.....	74	12	52	107	....	....	68	62	20	395
One.....	15	67	18	31	....	....	79	44	12	266
Two.....	1	56	6	7	....	....	38	26	8	142
Three.....	1	18	6	....	....	....	9	9	4	47
Four.....	....	9	1	1	....	....	7	4	....	22
Five or more.....	....	4	....	2	....	....	2	5	2	15
TOTALS.....	91	166	83	148	....	....	203	150	46	887

NATIONALITIES OF PUPILS COMMITTED OR ADMITTED

Indian.....	8	20	3	19	....	....	12	....	1	63
Hebrew.....	....	....	....	....	....	....	....	....	....	....
Negro.....	....	2	....	2	....	....	2	1	....	7
Canadian.....	74	128	77	114	....	....	168	138	41	740
Irish.....	....	....	....	....	....	....	....	6	....	6
English.....	3	....	....	10	....	....	12	....	1	26
Scottish.....	....	....	....	....	....	....	....	1	....	1
American.....	....	....	....	....	....	....	....	1	....	1
Other.....	6	16	3	3	....	....	9	3	3	43
TOTALS.....	91	166	83	148	....	....	203	150	46	887

MENTALITY OF PUPILS COMMITTED OR ADMITTED

	St. Mary's Training School for Girls Toronto	St. John's Training School for Boys Uxbridge	St. Joseph's Training School for Boys Alfred	Ontario Training School for Girls Galt	Reception and Diagnostic Centre (Girls) Galt	Ontario Training School for Girls Port Bolster	Ontario Training School for Boys Bowmanville	Ontario Training School for Boys Cobourg	Ontario Training School for Boys Guelph	Totals
Morons—I.Q. 45-59...	1	2	....	4	....	....	1	2	1	11
High Grade Morons— I.Q. 60-69.....	9	4	....	5	....	....	3	5	....	26
Borderline—I.Q. 70-79	21	25	14	20	....	....	14	10	2	106
Dull Normal—I.Q. 80-89.....	22	46	5	34	....	....	48	21	10	186
Normal—I.Q. 90-99...	18	46	19	40	....	....	50	21	10	204
Normal—I.Q. 100-109.	14	31	39	31	....	....	42	9	12	178
Superior—I.Q. 110 and over.....	6	12	6	14	....	....	44	8	11	101
Not examined.....	....	....	....	....	....	....	1	74	....	75
TOTALS.....	91	166	83	148	....	....	203	150	46	887

LENGTH OF STAY AND PER DIEM COSTS

Average length of stay in school per pupil.	1yr. 5 ms.	10 ms.	11 ms.	1 yr. 2 ms.	21 dys.	6 ms.	8 ms.	1 yr.	11 ms.	
NET PER DIEM COST PER CAPITA.....	\$3.50	\$3.91	\$3.78	\$6.17		\$12.70	\$6.49	\$5.16		

FACTORS CONTRIBUTING TO DELINQUENCY OF THOSE COMMITTED OR ADMITTED

Alcoholic Parents.....	4	13	12	3	....	....	1	....	....	33
Desertion in Home...	8	9	9	5	....	....	10	7	1	49
Either parent immoral	1	18	4	14	....	....	....	3	1	41
Either parent mentally defective.....	....	....	4	3	....	....	1	7	....	15
Either parent with Court record.....	....	....	5	....	....	....	....	7	....	12
Father Dead.....	3	7	11	7	....	....	13	10	1	52
Mother Dead.....	4	1	3	8	....	....	1	2	1	20
Both parents dead....	....	4	....	....	....	....	....	....	....	4
Fair home but no control.....	13	43	13	21	....	....	67	36	16	209
Poor home and no control.....	42	20	13	28	....	....	66	31	13	213
Stepfather.....	5	5	1	3	....	....	3	5	....	22
Stepmother.....	1	1	....	1	....	....	....	....	....	3
Parents separated....	10	15	2	23	....	....	24	30	12	116
Associations.....	....	26	1	29	....	....	15	11	....	82
Mentality of child....	....	4	5	3	....	....	2	1	1	16
TOTALS.....	91	166	83	148	....	....	203	150	46	887

SCHOOL ROLL AND COMPARISON

	Designed Accommodation	In Attendance March 31 1956	In Attendance March 31 1957	In Attendance March 31 1958	In Attendance March 31 1959	In Attendance March 31 1960
St. Mary's Training School for Girls, Toronto.....	100	120	152	183	177	139
St. John's Training School for Boys, Uxbridge.....	150	111	129	187	188	208
St. Joseph's Training School for Boys, Alfred.....	160	158	176	175	164	170
Ontario Training School for Girls, Galt.....	120	136	179	199	203	154
Reception and Diagnostic Centre, (Girls) Galt.....	30	.....	.....	.....	.....	14
Ontario Training School for Girls, Port Bolster.....	20	.....	.....	.....	.....	18
Ontario Training School for Boys, Bowmanville.....	190	222	226	246	233	236
Ontario Training School for Boys, Cobourg.....	175	139	174	185	195	203
Ontario Training School for Girls, Toronto.....	.....	14	16	15	.....	.....
Ontario Training School for Boys, Guelph.....	48	29	20	35	32	38
TOTALS.....	993	929	1,072	1,225	1,192	1,183
Girls.....	270	270	347	397	380	325
Boys.....	723	659	725	828	812	858

ACTIVITIES OF RESIDENTS DURING YEAR

	St. Mary's Training School for Girls Toronto	St. John's Training School for Boys Uxbridge	St. Joseph's Training School for Boys Alfred	Ontario Training School for Girls Galt	Reception and Diagnostic Centre (Girls) Galt	Ontario Training School for Girls Port Bolster	Ontario Training School for Boys Bowmanville	Ontario Training School for Boys Cobourg	Ontario Training School for Boys Guelph
Full time in classroom.....	286	89	130	158	36	6	15	441	.....
Part time in classroom.....	.....	119	10	119	.....	15	420	24	46
Full time in Vocational Shops.....	.....	.....	24	.....	.....	.....	.....	.....	.....
Part time in Vocational Shops.....	.....	119	8	.....	.....	.....	507	.....	113
Part time at General Work.....	.....	.....	2	5	.....	.....	172	.....	48
Culinary.....	311	14	7	41	.....	.....	42	.....	2
Sewing.....	311	.....	.....	4	.....	21	7	.....	1
General Domestic.....	311	.....	.....	.....	36	21	.....	.....	.....
Hairdressing.....	.....	.....	.....	12	.....	.....	.....	.....	.....
Barber Shop.....	.....	2	.....	.....	.....	.....	.....	.....	.....
Carpentry.....	.....	.....	2	.....	.....	.....	11	.....	39
Farming and Horticulture.....	75	8	6	.....	.....	.....	167	.....	32
House Maintenance.....	311	21	5	29	.....	.....	71	.....	.....
Laundry.....	110	2	1	7	.....	21	127	.....	.....
Metal Work.....	.....	.....	.....	.....	.....	.....	56	.....	38
Office and Commercial.....	120	.....	.....	2	.....	.....	42	.....	.....
Printing.....	.....	12	.....	.....	.....	.....	.....	.....	.....
Shoemaking and Repairs.....	.....	16	8	.....	.....	.....	75	.....	.....
Tailoring.....	.....	18	10	.....	.....	.....	.....	.....	.....
Woodworking and Hobbies.....	.....	18	1	.....	.....	21	73	.....	25
Music.....	120	.....	.....	.....	.....	.....	.....	.....	.....
Nurses' Aide.....	9	1	.....	13	.....	.....	5	.....	.....
Power House.....	.....	.....	.....	.....	.....	.....	6	.....	.....
Machine Shop.....	.....	.....	.....	.....	.....	.....	67	.....	36
Linen Room.....	.....	3	.....	.....	.....	.....	.....	.....	.....
Bake Shop.....	.....	4	.....	.....	.....	.....	.....	.....	.....
Auto Mechanics.....	.....	.....	.....	.....	.....	.....	76	.....	.....

SUMMARY OF PUPILS ON PLACEMENT

April 1, 1959 to March 31, 1960

	St. Mary's Training School for Girls Toronto	St. John's Training School for Boys Uxbridge	St. Joseph's Training School for Boys Alfred	Ontario Training School for Girls Galt	Ontario Training School for Boys Bowmanville	Ontario Training School for Boys Cobourg	Ontario Training School for Boys Guelph	Totals
Under supervision on placement, April 1, 1959.....	103	265	140	127	309	271	29	1,244
Placed during year from School.....	156	204	113	209	321	202	65	1,270
Placed during year from Ontario Training School for Boys, Guelph.....						3		3
Placed during year from Ontario Training School for Girls, Port Bolster.....				3				3
TOTAL NUMBER UNDER SUPERVISION DURING YEAR.....	259	469	253	339	630	476	94	2,520
Released from Wardship during year	103	82	98	108	196	64	31	682
Returned to Training School during year.....	42	71	31	41	110	120	25	440
Transferred to Ontario Training School, Guelph.....					20			20
Deceased.....					1			1
	145	153	129	149	327	184	56	1,143
Attending Public School.....	22	123	42	16	18	179		400
Attending High School.....	24	33	11	11	41	21		141
Attending Commercial and Vocational School.....				11				11
Employed—on Farms.....		15	44		26	32	4	121
in Factories.....	6	25		21	42	7	15	116
as Clerks.....	14	10	3	22	10	1	2	62
as Construction Workers.....		16			2		5	23
as Messengers.....		10			5			15
as Labourers.....		36			13	10		59
as Domesticates.....	12			41				53
as Waitresses.....				6				6
at miscellaneous work.....	22	15	24	39	57	14	7	178
Unemployed.....		13		8	44	13		78
In Mental Hospital.....	14	5						19
In Other Institutions.....		15		3	31	3	5	57
Absent Without Leave.....				12	14	12		38
NUMBER UNDER SUPERVISION ON PLACEMENT, MARCH 31, 1960.....	114	316	124	190	303	292	38	1,377
TOTALS.....	259	469	253	339	630	476	94	2,520
Number of Visits to Wards.....		1,986		2,449	2,936	889	376	8,636
Number of Homes Investigated.....		376		443	338	345	78	1,580
Number of attendances at Clinics, Social Agencies, etc.....		190		609	855	572	25	2,251
Number of attendances at Court.....		48		11	39	43	15	156
Number of Visits to Homes of Wards.....		763		797	940	416	33	2,949
Number of other Contacts.....		618			787	1,899	125	3,429
Number of miscellaneous calls.....		360			896	2,306	426	3,988
Number of Wards in paid Foster Homes at end of year.....		12		19	2	71		104